

SCHOOL and COMMUNITY

Vol. XIX

JANUARY, 1933.

No. 1



The Old—The New

HIS FACE is growing sharp and thin.

Alack! our friend is gone.
Close up his eyes: tie up his chin:
Step from the corpse, and let him in
That standeth there alone,
And waiteth at the door.
There's a new foot on the floor,
my friend,
And a new face at the
door, my friend,
A new face at the door.

—ALFRED TENNYSON.

LEGISLATIVE NUMBER

(See pages 20-48)

SCHOOL AND COMMUNITY

Official Organ of the Missouri State Teachers' Association

THOS. J. WALKER, Editor

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Vol. XIX

JANUARY, 1933.

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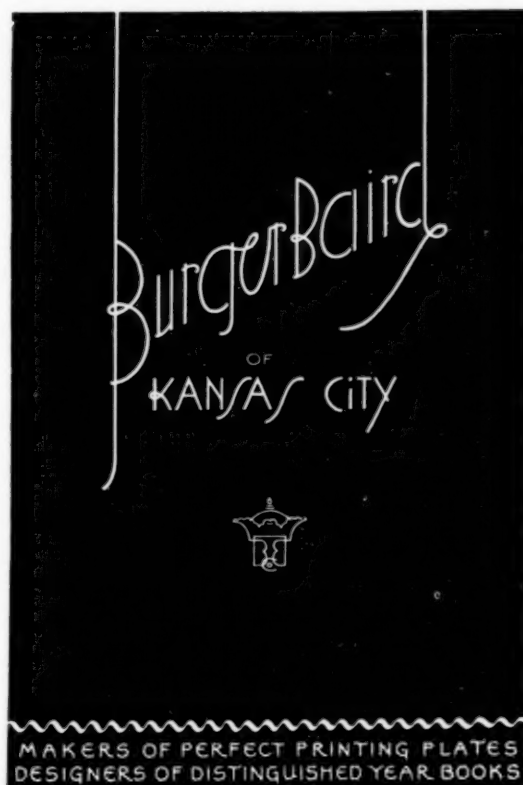
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EDITORIALS

NINETEEN HUNDRED Thirty-two has added its days to the ever lengthening past. They have been days, for the most part, to which we have very willingly said good-bye. Days of worry, of befuddlement, of dread—days when we went to work without zest, when we looked for work without hope. Lean days they have been, and leaner because they have stood so close to the surfeited ones of a few months ago. We have depended on leadership which was leaderless, on vision that was visionless and panaceas that didn't pan out. We have been told that hunger is caused by having too much food, that nakedness is the result of too much material from which clothes are made; that we are estopped from building school houses, churches and better homes because of a surplus of building material and skilled workmen. Schools have been closed, but the number of teachers has increased. The demand for education has not lessened but legislators, boards of education and taxpayers have determinedly set themselves to limit the machinery for production. We have been repeatedly told that good times would not come until the buying power of the people is increased—then we have done everything possible to restrict and destroy buying power. Paradoxes have piled upon paradoxes, confusion has covered confusion. Such is the record of 1932. We say “good-bye” but not “auf Wiedersehen.”

Can we learn something from this welter of daze and contradiction? Well, we have endured and that's something worth knowing and being proud of. “We count those blessed which have endured” saith the Scriptures. We have established in our minds this habit of placing a high value upon the enduring. Let's not be too negligent in taking to ourselves the virtue of endurance and its attendant blessedness. Maybe we have learned, or will yet learn, that list of enduring things whose values have been enhanced in our minds by the depression. Neighborliness, interdependence, home, kindness, and a host of common virtues of the everyday variety have been brought to the foreground of our thought.

Maybe we will learn that dollar debts are less sacred than social debts. Some of us have already learned that. I know of a doctor who is being supported by the county and who according to his statement, is working with even more joy than when his collections amounted to several hundred a month.

There are hundreds of teachers who are getting a thrill from work that offers little else as remuneration. The press has carried accounts of lawyers, even, who have notified all their debtors of the cancellation of their accounts. I know a mortgage holder who voluntarily reduced his mortgage to a point that gave to the discouraged debtor hope and confidence in his ability to keep his home and means of livelihood.

The northwest, in particular, has seen the establishment of cooperative societies of the unemployed which are bringing to its members the necessities and comforts of life, and what is even more important, a realization that they have within themselves the means to live. Minnesota has developed a Junior Taxpayers League that has a higher purpose than the mere reduction of taxes and the use of "reduced taxation" mania as a means to increase interest payments on dollar debts that have quadrupled as a result of decreased commodity and labor values.

Maybe we will learn and maybe some **have** learned that selfish, stingy, niggardliness toward good is death. Maybe we have learned in 1932, so that we may practice it in 1933 that it is not enough to "live and let live." We must substitute for the passive "let" with its implied indifference, the active "help" with its active personal interest.

*"Live and let live" was the cry of the old,
The cry of the world when the world was cold,
The cry of men when they pulled apart,
The cry of the world with a chill in its heart,
But "Live and help live" is the call of the new,
The call of the world when its dream shines thru,*

The call of a brother world struggling for birth,

The call of the Christ for a comrade-like earth.

IF THERE WAS ever a time when people should be sane about the school situation, it is now. For people, legislators, school boards, or teachers to become panicky is but to accentuate the problem. To face the situation, consider calmly the facts, and to act in accordance with patriotic principles is the responsibility of all alike.

SANITY TOWARD EDUCATION

In the first place, there is but one reason for the schools, and that is for the sake of the future of humanity. Schools exist and have a right to exist only for the purpose of making the state a better place in which to live and in which to make a living. The state supports education in order to promote its own interests. It is a long term investment. A correct policy toward it today means a better tomorrow, mistakes made now will be disasters in the future. When people see public education in this light, its proper support has all the fine qualities of high patriotism and opposition to it can with propriety be branded as treason.

Sanity toward public schools demands this fundamental recognition of the school's function.

In the second place, schools have a secondary function which bears on the present, the immediate now. Unemployment which constitutes a tremendous immediate problem may be alleviated by keeping the doors of educational opportunity opened. Closing, or partly closing, these doors turns thousands of children, young men and young women, and hundreds of teachers into the hosts of hopeless hunters for work.

The problem of distribution is also tied to the problem of education. When money is spent for education, nearly all of it stays in the community and merchant, doctor, farmer, laborer, all share its benefits. When it is "saved" from schools by reducing the tax rate—even the taxpayer does not benefit. The few dollars thus divested go to pay interest and interest money finds it way quickly to the coffers of the rich who, because of it, will buy

no more food, clothing, nor personal services. They developed a "do-nothing" attitude.

There's no real immediate alleviation of hard times by unreasonably curtailing the school budget—and there is disaster for the future.

WHEN THE M. S. T. A. was reorganized in 1919, one of the features of the reorganization which was held up as a reason for the adoption of the new plan was the provision for Community Teachers' Associations. This provision, it was thought, would give the local classroom teachers an opportunity for expression and furnish a means by which they might effectually organize to protect the rights of education locally.

Its functioning however, in this regard has been largely superficial. We know of little these locals have done aside from electing delegates each year to the State Convention.

This habit of inaction has perhaps grown out of the times. Education, for ten years of this period, was on the mend. It shared, tardily and only in part, but nevertheless it shared, the general prosperity of the times. The problems were state wide, many of them, like increasing the assessed valuation of property, finding new sources of revenue, the assumption of a larger share of the education bill by the State. These were tasks in which the State Association could and did assist—the locals for the most part took little active interest in the mat-

ter. But things have changed. Schools are faced with the immediate problem not of going forward, but of keeping from going backward and there is in this situation, much that must be done by local community associations.

A meeting of teachers and school directors for example, in which the problems of maintaining educational standards are frankly discussed and ideas freely interchanged is needed in each county at least. Salary situations, over-crowded classes, inadequate equipment, substandard lengths of term, are questions locally determined, and teachers should not be timid in adding their knowledge, their patriotism and their viewpoint to the discussion.

This question of underbidding and fighting for each other's jobs to the detriment of all teachers and all schools is certainly a question that community associations can best handle.

Then the question of general legislation can be greatly assisted by local organizations working with their state legislative committee.

A meeting called now by your community association chairman will no doubt bring out many problems that can be worked on to the mutual advantage of all teachers and to the good of education generally.

Write your local chairman and suggest an early meeting of your community association.



Thrift

There are two ways of being happy; we may either diminish our wants or augment our means—either will do—the results are the same; and it is for each to decide for himself, and do which happens to be the easiest.

—FRANKLIN.

MUCH has been said in recent years about the place of "Thrift" in education, and none too much, though we may well believe that emphasis has often been placed on the part that needs least emphasis. Money has been and is too much with us in our thinking. Thrift teaching has too frequently spent itself on school savings banks, and let the more important phases of true thrift go unnoticed. We have been, in this regard, guilty of the same sort of inefficient teaching which characterized the missionary who imagined that he was teaching the gospel message of the golden rule when he got his class of Chinese children to say it.

Words are the signs of ideas, but alas, like many other signs they fail. They always fail when they are taken as ends in themselves. Likewise, money is only a sign of value. We err when we take the sign too seriously and forget the thing signified.

Words may express truth. But no arrangements of words, however beautiful, logical, or grammatical, is truth. The Great Teacher said "I am the truth". He gave the world a life

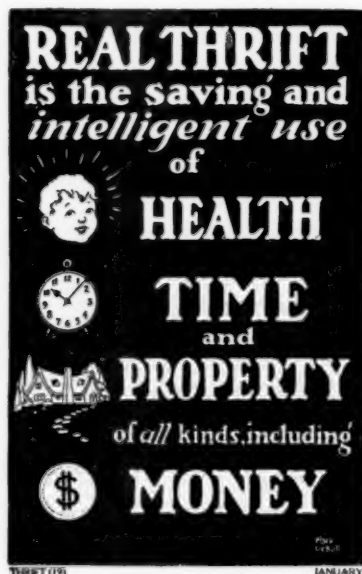
expressing truth, not a creed of words. So money at its best can do nothing more than express values. It is not value no matter how it may glitter or how long the string of figures that may be necessary to represent its size.

Let's think of thrift as the proper use of our resources. When does a plant thrive? When it can make the proper use of its resources—sun, water, soil. When does an animal do well? When it has resources and uses them properly.

Can you spend an occasional class period better than in recounting some of their resources? Here at school are many of them: teachers, comfortable rooms, books, pencils, paper, etc. As individuals they will be quick to see, if their attention is directed to them, their numerous personal resources: Health, time, five senses, food, friends, leisure. What an array of resources we will find, even in these times when we are inclined to think sordidly of our lack of means.

Let's take stock at the beginning of this year of our resources and plan for their wisest use.

It is refreshing to read of the large



number of groups of unemployed who are learning that they have resources though they have no "job" in the current sense which that word has taken on. They are finding that they can use their abilities for the benefit of their fellows who are likewise unemployed and receive in exchange therefor, services which they need. This is thrift. The most discouraging element in the present situation is that so many capable people think they can find nothing to do. They have, through the years of prosperity become helpless by depending upon someone else to find their daily tasks for them.

Then too, perhaps we have been thinking too much about saving and not enough about using our resources. This seems to be the mode of the time—each man is troubling his mind to find a method by which he can hold on to what he has, be it little or much. We have forgotten, or never learned, the basic truth enunciated nineteen centuries ago, "He that saveth his life shall lose it, and he that loseth his life for My sake shall find it". Whatever may be the cure for these evil times, we may be assured that it will not be "saving" in the sense of piling up, hoarding, becoming miserly.

And whatever the cause of this debacle may have been, we may be assured that "saving", personal, selfish, stingy and greedy "saving" has been chief among its concomitant aggravations. Let's teach the child thrift as consisting in making the best use of themselves—that's a big job, so much more difficult than driving them through formal lessons in formal subject matter.

Let's teach thrift as a means of spending in the wisest way possible, every resource at our command.

Let's teach thrift as a method of applying intelligence and love to the daily tasks of life.

Let's teach thrift in the spirit of the words of Ella Wheeler Wilcox when she said:

"Three things I've learned—

Three things of precious worth—

To toil, to pray, and save.

To toil for universal good,

Knowing that thus and thus alone

Can good come to me.

To pray for courage to receive what comes

Knowing what comes to be divinely sent.

To save by giving what so ere

I have—this alone is gain."

CYCLE

Trickling from fountains hidden,

Unlocked by a mystic key,

Streamlets flow downward as bidden

To the river that runs to the sea.

Allured from the sea by the tender

Eternal force of the sun,

The water returns to render

Its silent task well done.

As pure and as chaste as the Giver—

So a living stream must be—

It returns to flow into the river,

And the river runs on to the sea.

—I. N. Evrard.

Rural English Fails in High School

by

Ada Boyer

I AM A COUNTRY school teacher. As such, probably your rating of my work is not very high; yet, according to Literary Digest, I am sixty-seven miles from the bottom of the line of rural teachers, that is, in academic training. Thus I feel that I may venture an opinion for the sixty-seven miles that are below me.

The criticism is flung at grade and rural teachers that the English necessary for acceptable first year work in high school is not given adequate attention by them. Particularly are rural students finding themselves failing after entering school with high hopes and great ambitions. Many are honor students from their own little two, three, or four pupil classes. They find themselves in a class of forty or fifty, the work is new, the teacher new, they are away from home for the first time, town children are none too friendly since each has his own particular friends, and the whole situation is beyond any of their past experiences. Too often their best efforts are met with the scathing query, "What kind of teacher did you have last year?" The tone answers the question; it is an assertion that they failed to have one that was competent to teach English.

Speaking for the rural youngsters, I can tell the kind they had in many cases. It was a teacher who was handling every type of work from kindergarten to eighth grade, a teacher handicapped by lack of academic training, perhaps by lack of professional training, too, and certainly hampered by lack of time. She, at the best, was handling sixteen classes a day, preparing busy work and grading papers at night, and hoping that somehow she would not over-emphasize any one subject, for that would mean neglecting another of equal importance. She was following the course of study which coincided with her common sense in telling her to emphasize the common speech errors of the community. The upper grade English text that she used contained little about formal grammar. Thus when her best rural school students shifted to high school after three, four,

five or even six months vacation, most of them had never had the kind of work offered in high school, and some had forgotten what little they had been taught.

Admitting that the handicapped, inefficient rural teacher failed in her duty does not excuse the high school instructor with superior training, more time, and better references who fails to do what she can to remedy our mistakes. The only possible way this can be done is to give a thorough review of eighth grade work and teach all the material that has not become familiar. This is necessary for three reasons: it places the children on a familiar footing, it starts them with "a glorious habit of success instead of a dismal habit of failure," and it gives them time to become accustomed to new teaching before they plunge into new material.

Many diagnostic tests are on the market. teacher-made tests are easily written, and any type of written work will reveal the need of teaching that is necessary before the regular work begins. No type of testing is worth anything unless followed by definite assignments to remedy the defects of individual pupils. The one who does such work with the attitude that the test will prove what she suspected—a class of low I. Q.'s—is assuming the untrue. There are less low I. Q.'s than we think; but there are many low E. A.'s from poor teaching that we will not admit. And right here is the place to get in enough definite, effective teaching to remedy some of it. A pupil given this test, this aid, this chance to show that he can make good under normal circumstances will be able to retain his place in the class, pass at the end of the year, use correct English naturally, and do work that shows interest instead of compulsion.

Thus an excellent foundation for school success would be laid, pupils would recognize the interest of the sympathetic teacher who understands that class work is different, and fewer high school failures would be reported.

The Importance of the Elementary School in Building Character

By John L. Crook.

WHEN WE consider the future of the young people of our schools, we find their training has been one sided. Perhaps you have met these young people mentioned in the following paragraphs. They are not exceptions for you read of them often. They show some failings of the elementary schools.

"He was the captain of the high school football team but later could not be trusted to play fairly in the game of life."

"She was an artist of culinary creations well taught in the department of home economics, but in a few years was a social outcast with all training necessarily lying dormant."

"He was a master of figures, and his knowledge of mathematics was the pride of his instructors; but with high school days left behind, his juggling of figures drove all patronage from his door."

"Her use of English and her literary ability was a marvel to teacher and pupils alike, but her slandering tongue later drove her friends from her."

"In physics and chemistry he was regarded as another Edison, but spent a great part of his life behind the lonely bars for scientifically blowing open a safe and stopping the physical action of a human heart."

Am I saying the arts and sciences should not be taught or the three R's omitted from the curriculum? Far from it. In the above cases the subjects were well taught and rightfully so, but the human and personal elements were strangely missing. The mind was fed, but the soul went hungry.

The knowledge of the teacher and textbooks was poured in mechanically, but personality and character building failed to go into the hopper and thus no balanced ration was given.

The high school teachers, perhaps, did their best with the material available,

but the elementary school had been neglected.

It is known that it is difficult to change the heart and soul of an adult; the Master Teacher who taught at Galilee knew this great fact as shown by his words, "Suffer the little children to come unto me."

You can add to the mind of an adult, but how much will you change his morals or manners.

The child from kindergarten age until he reaches the teens is in the plastic age. He is opened to the influence of his environment.

It is at this stage in life that the personality of the teacher and her example of right and wrong can be absorbed by the child to make or mar his very being.

It is at this age that he is taught to play fair, to get along with his fellow citizens, and to learn to enjoy the higher and better things of life.

With such training in character and citizenship, coupled with the knowledge obtained from the books and from the master key of the teacher, the four fold adult is produced.

The work of the elementary principal who uses this knowledge and power in producing the human character is great. Great is such training in the elementary school.

The challenge is hurled at us as teachers, board members, parents, and voters. What will our answer be?

Can we fail to provide necessary equipment and the best of teachers in the most important period of the human life?

Teachers, can we fail to pour our hearts and souls into the greatest calling known to man? Let us hurl the answer back, "We shall not fail. We will be faithful to the end."

The New M. S. T. A. Group Insurance

ANSWERS TO SOME QUESTIONS THAT HAVE BEEN ASKED CONCERNING THE PLAN.

WHEN THE NEW rates for the M. S. T. A. group insurance were announced last spring many members of the Association began to think more seriously about the problem of insurance than they ever had thought before. When they began to think they began to ask questions about insurance, especially about the M. S. T. A. plan. Some members sent their questions to Association headquarters in Columbia. The possibility that a brief discussion of these questions and of the answers given will be of interest to other members of the Association accounts for this article.

The questions most frequently asked about the insurance are these: (1) Why are different rates charged persons of different ages, instead of a flat rate for persons of all ages? (2) Why do the rates increase annually, instead of remaining constant? (3) Why do the certificates issued to the persons insured have no surrender or loan value? (4) Why are teachers advised to purchase insurance of this type, since the premiums become very high in old age, and since they can buy insurance that will mature during the productive part of their lives? (5) Why was an annuity contract approved?

Different Rates for Different Ages

The first question doubtless is suggested by the fact that a flat rate was in effect from June 1, 1927, to June 1, 1932. Since it is generally known that the company carrying the insurance during that period paid out in death and total disability claims more than twice the amount it collected in premiums, many wonder why a higher flat rate was not adopted for the next five-year period. Some have suggested that such a rate could have been made high enough to enable the company to recover all or a part of its loss.

The principal reason why another flat rate was not adopted was the fact that no company offered such a rate. Why no

company proposed a flat rate becomes evident to one who gives the matter a little thought. If the rate during the five years from June 1, 1927, to June 1, 1932, had been \$14.00 instead of \$6.00 per \$1,000.00, and if all persons who carried the insurance at the lower rate had carried it at the higher rate, the company would have collected in premiums approximately the amount it paid out in claims. Fewer persons would have taken the insurance, however, if the rate had been \$14.00 instead of \$6.00 per \$1,000.00, since all persons under forty years of age could have purchased term insurance with the same coverage for less than \$14.00 per \$1,000.00. The result would have been a group of older people, with a correspondingly higher death rate. A flat rate for another five years, high enough to enable the company to recover all or a part of its loss, would have been considerably in excess of \$14.00 per \$1,000.00, with a group comparable in number and age to the group that paid the lower rate during the first five years. Such a group could not have been secured, however, since comparable insurance from other sources would have been available to persons under forty-five or fifty years of age, at lower rates. The failure of these persons to continue their insurance would have left a group of older people, thus making another loss inevitable. It follows that different rates for persons of different ages was a necessity.

There can be no valid objection to different rates for persons of different ages, since other types of insurance are sold on that basis. For an ordinary life, a limited payment life, or an endowment policy, one rate is charged at age twenty-five and other rates at other ages.

Why the Rates Increase Annually

An answer to the second question requires some discussion of the elements involved in an insurance premium. For

the type of insurance under consideration, these elements are two in number. They may be referred to as the natural premium and the expense loading. The expense loading is that part of the premium which the insuring company estimates will pay the cost of administration and yield the usual rate of profit on the business. The natural premium is the individual's proper contribution to the amount which experience shows will be required to meet claims as they occur. The natural premium is based on the annual death rate per 1,000 persons, which increases with age. Since the expense loading is a fixed per cent of the natural premium, the total or normal premium required to purchase protection only must increase from year to year.

It would have been possible to make the premium constant for each individual throughout the five-year period, but the insurance committee thought it unwise to do so. The constant premium paid by each person for the entire period of the insurance contract would have been approximately the average of the normal premiums for the five years. Two objections to the plan are apparent. Each person insured would have paid more than cost for protection during the first part of the period in order to secure the privilege of paying less than cost during the last part. There seemed to be no advantage in this plan to anyone, and there was clearly a disadvantage to those who discontinued the insurance or did not live through the period. Furthermore, a constant rate for the five years would have necessitated a pronounced increase in the rate for each person, if the contract should be renewed at the expiration of the five-year period. The constant premium for a person forty years old on June 1, 1932, would have been approximately \$8.12 per \$1,000.00 until June 1, 1937, when it would have increased to approximately \$10.87, if the contract were renewed on the same rate basis. It seemed advisable to have the increases come more gradually.

Why No Surrender or Loan Value

The third question may be answered very briefly. The certificates issued to the

persons insured never have a surrender or loan value for the reason that the premium paid each year represents only the normal cost of protection for that year. Consequently, at the end of the year there is nothing left to the credit of the insured. The insured does have an equity in the certificate during any premium year, and this equity may be applied to the purchase price of some other form of insurance, if a conversion is made.

The Need for Insurance of this Type

The answer to the fourth question is that the Association does not advise and never has advised any person to rely solely and permanently on the type of term insurance it offers. Most individuals should carry some insurance that can be paid up before age has lessened or destroyed their earning power. The premium rate for such insurance is necessarily much higher during early and middle life, however, than the premium rate for the insurance offered under the Association's group plan. Consequently, most teachers need, during the years of their greatest productivity, more protection than they can pay for conveniently in the more expensive types of insurance. They have debts to pay or families to support. The additional protection needed can be secured at a small cost under the M. S. T. A. group plan. Before the rates become very high, the individuals debts are paid or his children have grown up, so that he needs less protection and may wisely drop the additional insurance he has been carrying. In the meantime he should have acquired some insurance of a permanent nature. This can be acquired by gradually converting his M. S. T. A. insurance into permanent forms of insurance or by securing such insurance from other sources.

Why the Annuity

For a great many salaried people the annuity type of insurance has advantages over other permanent types, as a means of making provision for their own welfare during old age. For that reason, and in response to requests from a number of teachers, the Association has approved a type of annuity contract that has some

distinct advantages, in that the annuity promised after maturity is comparatively large, the premium payments are conveniently spaced, and the refund feature guarantees against loss in case of death at any time or withdrawal after the first few years. This annuity, together with the group insurance offered, should meet

completely the insurance needs of those whose obligations to others can be discharged before old age arrives. The Association offers these two forms of insurance in the belief that it is thereby rendering a signal service to the teachers of the state.

The Orientation Program of Northwest Missouri State Teachers College

ELIZABETH PRICHARD TURNER, Kirksville, Missouri

THE DREAD days of freshman hazing are a thing of the past on the campus of the Northeast Missouri State Teachers College at Kirksville, Missouri. No longer does an awkward, ignorant, but eager-to-learn freshman approach our college in fear for his dignity, if not for his life; nor does he feel the paddles of upperclassmen, fifty-thousand strong, upon his padded trousers if he defies his elders by appearing on the streets after dusk. Gone, too, are the purple and white skull caps by which we once identified freshmen men and women; and in their stead appear small purple and silver pins, which increase class pride.

Instead of the hazing that frequently ends in sprains and broken bones, and occasionally in loss of life, we now have a sane, charitable, and modern method of greeting our first-year students and of helping them become adjusted to college life. The old idea of making the first year of college as difficult as possible for the freshman, so that the race for an education would be even more than it is now, a case of the survival of the fittest, has been relegated to the top shelf of our educational closets, along with hickory sticks and wooden benches. We approach the problem of freshman adjustment with sympathy and a scientific attitude.

The person directly responsible for the most vital part of our orientation program is Mrs. Margaret Ellison, Dean of Women in our college. Mrs. Ellison followed the plan which Dean Thyrsa W. Amos used in her work at the University of Pittsburgh. Mrs. Ellison and the orientation committee

working with her incorporated the mentor system into a seven-weeks' program which was well-adapted to the needs of our campus.

The complete program consisted of Freshman Week, with its peculiar problems of campus geography, acquaintance-making, and enrolment; a meeting of the groups with their student mentors once a week for three weeks; a faculty lecture to the entire freshman class once a week for the following three weeks. Interesting features of the social program of Freshman Week were the Freshman Frolic, sponsored by the Women's Athletic Association, and the President's reception, at which the freshmen met other students and faculty members. For the girls the orientation period closed with a tea at the Country Club, given by Mrs. Ellison and Miss Willie Whitson, a freshman sponsor.

Much responsibility rested on the mentors, and certainly a great amount of credit must go to them for the excellent way in which they took advantage of their opportunity to be of service to the new students. The mentors were upperclassmen, appointed by Mrs. Ellison and Mr. Clifton Cornwell, the other freshman sponsor, and were especially trained for the work that was theirs. These men and women, chosen for leadership, dependability, high moral character, and interest in this type of work, did preparatory reading during the summer months.

The mentors gave up a few precious days of their summer vacation, in order to be in Kirksville in time to help the freshmen

enroll. Wearing no fraternity or sorority pins to make the freshmen self-conscious, the mentors met their groups in the afternoon of the first day of Orientation Week, to show new students the buildings on the campus, give them necessary information, and assist them in registration. A survey of the library the same day made clear the mysteries of card catalog and book-stacks.

Each mentor's group was a cross-section of college life, for the names of members were taken alphabetically. A pampered daughter of the idle rich would find herself mingling with the daughters of farmers, barbers, mechanics, preachers; and as likely as not she would find herself reproved by her student mentor for decided snobbishness and rudeness to others in the group. Shy and timid girls were given especial attention, so that adjustment would be easy for them. Some of the mentors, themselves, were shy, quiet girls who needed the friendship of the other mentors and to whom the responsibility of leadership gave poise and a greater degree of self-assurance.

Attendance at group meetings on the whole was good. Those freshmen whom jobs kept away from the meetings felt as if they were missing something really good. Of course, some mentors were more earnest and more alert than other mentors, and naturally their groups showed the best average attendance. Attendance at faculty lectures, when all of the groups met together, was surprisingly good.

A card for each member of her group was kept by each woman mentor, on which she indicated her wards' personal traits, special problems or needs, and outstanding interests. The criticism given on these cards is especially valuable to the dean of women in her work with the new girls, and is so conscientiously thought out that she finds it helpful and constructive in almost every instance.

Mr. Cornwell urged his mentors to work especially towards having the members of their groups strive to build up credit in a business sense. In these days of depression, college students may be tempted to let credit slide, if only they can continue in school; therefore, Mr. Cornwell thought

it very necessary to impress upon the freshmen the value of credit and honesty. His mentors discussed with their groups the meaning of college, in general, and the problem that is peculiar to the teachers college. The men's groups continue throughout the year with the same personnel.

The subjects discussed by the women mentors with their groups were these: "How to Fit Into Your New Environment," "Ideals and Aims in Life," and "If I Were a Freshman Again."

The men mentors paternally escorted their heterogeneous groups to College social functions, staying with them during the evening, while the women mentors in Quaker fashion brought their girls. Each woman mentor gave a party for her group. One group ate Southern waffles, while another went on a wiener roast; some costumed for a Hallowe'en party, while yet others had teas and line parties to the picture show.

The members of one group became so much interested in studying etiquette and the proper dress for school and social functions that they worked out a fashion show, which they presented to the whole freshman class at the time of the last faculty lecture. This fashion show proved valuable to the group as a whole, but most of all to the girls appearing in it. One significant feature of it was that the girls wore only their own clothes in the show. Nobody wore borrowed feathers and no dresses were lent by business firms. This meant that correct dress as this group exhibited it is more a matter of good taste than of much money, and that such dress is within the reach of any college girl.

Three or four times during the summer Mr. Cornwell met with his eight mentors to discuss the philosophy of education, and these men met for a discussion on the Sunday evening before registration. Mrs. Ellison entertained her mentors with a luncheon at the beginning of the orientation program and a tea at the end of it.

Contacts of this kind between Mrs. Ellison and Mr. Cornwell and their mentors were indirectly some of the most valuable factors in the mentor system. The mentor was twice-blessed: first, in giving what he could to the freshmen; second, in re-

ceiving what he did from these two advisers.

That the freshmen themselves appreciated the assistance given them can be seen from themes they wrote in English composition classes regarding the orientation program. They not only mentioned the good points of the present system, but made good suggestions for improving and developing the program. A number of them desired inter-group activities. They also suggested that we use the mentor system in summer school. Some of them wrote that they had dreaded coming to college, knowing nobody here. These students the mentors helped to feel at home. Others wrote of the spirit of friendliness and cooperation between faculty members and students. The freshmen did not feel lost and insignificant during registration, because they knew where to go.

President Eugene Fair states that he has been very favorably impressed by the development of the orientation system and says that the most striking element in this system is the mentor, himself, previously trained for his part in the program. In discussing the program with freshmen, President Fair has heard much praise concerning it, but never a word of resentment. Mr. Fair feels that the system has a strong, very worthwhile unifying influence.

Of the orientation program President-emeritus John R. Kirk says: "The old way—hazing—wasn't orientation. It was the simplicity of the barbaric. The leaders were in a belated adolescence when adolescence was full of crudities. Barbaric romping. Semi-savage hilarity. Unending perpetration of crudities. These early barbaric crudities were not necessarily

natural, but were produced by the newness of uncultivated rawness of prairie and hillside and timberlands. This modern orientation is quieter, reflective, refining of human nature." He defines orientation as being "a series of the best kinds of experiences, and it is the good experience that leads to better ways of acting and thinking and getting on in the world."

Professor J. W. Heyd, chairman of the committee on orientation, says that from all reports and observations this group system is one of the finest things on the campus. The committee plans to continue the work, with such improvements as time and experience will bring. This year's program has been the most successful orientation program the school has ever had. Although the extensive program of the fall registration will not be duplicated each quarter, mentor groups are formed whenever a new group of freshmen enter college.

Despite the fact that the people directly in charge of the orientation work are more full of hopes for the future and desire for criticism of the present, than of pride and vanity for the good piece of work they have already done, those interested in watching the results want figuratively to shout aloud the good tidings. What has been done on Dean Amos's large, urban, university campus has been successfully adapted to the needs of our relatively small, relatively rural, teachers college campus. With true missionary fervor we pass on to you the plan as we have used it—a plan that attempts to lead the freshman to know as early as possible the joys and richness of college activities, college friendships, and college thought.

PROBLEM (For Teachers)

By Beatrice Ferguson

A teacher once explained about the sun.
 "It shines, a gleaming ball of fire above",
 She said, "It lights, but what is more, it warms
 With its fierce heat, the earth. We all would die
 If it should cease to shine". A little boy
 With questions in his ever-widening eyes
 Looked up at her and asked, "What does it burn?"

Program Ready for the Twentieth Annual Meeting of the Missouri State School Administrative Association

SUPERINTENDENT WM. F. KNOX of Jefferson City, Missouri, President of the Missouri State School Administrative Association has completed his program for the Twentieth Session of this Association which will convene at Columbia, Missouri on Wednesday evening, January 18th. At this first meeting which will be a County Superintendent's banquet, at the Ballroom of the Tiger Hotel, State Superintendent Chas. A. Lee will preside as toastmaster.

On Thursday morning the first general session will be held in the Auditorium of Jesse Hall with President Knox presiding. After music furnished by the University Glee Club, President Walter Williams of the University of Missouri will extend greetings, to which Superintendent Knox will respond. The general theme of the meeting will be "Maintaining Educational Values in the Present Crisis." At the first meeting the principle addresses will bear upon this problem. They are to be delivered by Dean Frank E. Henzlik of Teachers College, University of Nebraska, who was one of the most popular speakers on the program of the State Convention at Kansas City in November. Dr. R. E. Curtis of the Department of Economics of the University of Missouri, who has for several years been an advisory member of the State Teachers Association's Committee on Sources of Larger Revenue, will talk on "Some of the Sources of Revenue in Missouri."

At noon on Thursday, the bookmen will hold their luncheon at the Daniel Boone Tavern, at which Mr. W. M. Oakerson, President of the bookmen's organization, will preside.

On Thursday afternoon in the Auditorium of Jesse Hall, the session for city school administrators will be held at which Superintendent E. T. Miller of Hannibal will preside. One of the subjects for general discussion will be "How We Are Meeting the Crisis" and the subject will be discussed by Superintendent H. P. Study of Springfield, Superin-

tendent W. M. Westbrook of Marshall and Superintendent Lloyd King of Monroe City. Superintendent A. L. Threlkeld of Denver, Colorado, once President of the Missouri State Teachers Association, will deliver an address at this session on "The New Responsibility of the Schools."

Also on Thursday afternoon a session of the county superintendents division will be held in Lowry Hall with State Superintendent Chas. A. Lee presiding. Speakers on this program are to be D. C. Rucker, Director of Research, State Department of Education, who will talk on "The Increased Service of Missouri's Public Schools" and Dean Henzlik whose subject will be announced later.

At four o'clock, President and Mrs. Williams will entertain the members of the Association at an informal tea in the President's Home.

On Thursday evening at 6:30 o'clock Stephens College will serve a dinner for the members of the Association at which admission will be granted on tickets only. At former meetings, both Stephens College and Christian College have given liberally of their facilities for the entertainment of the members of this convention. The policy has been changed, however, and the hospitality which these colleges have offered will be alternated. The Association has accepted the hospitality of Stephens College this year, and Christian College will be their host next year.

On Friday morning the session for city school administrators will convene in the Auditorium of Jesse Hall, Dr. Fred von Borgersrode presiding. The program for the morning will consist of addresses by John L. Bracken, Superintendent of Schools, Clayton and Dr. H. H. Ryan, Associate Professor of Education, University of Wisconsin. Superintendent Bracken's subject will be "Maintaining Efficiency Through Co-operation of the Superintendent and His Staff." Dr. Ryan's subject will be "Graphs and Guidance."

At this hour the second session for county superintendents of schools will convene in Lowry Hall, Miss Cassie Burk presiding. One of the features will be an address by Superintendent A. L. Threlkeld of Denver, Colorado. Other subjects will be on the program but are not announced at the present time.

At Friday noon the Phi Delta Kappa luncheon will hold an open session in the Tiger Hotel at 12:15 with Dean T. W. H. Irion presiding. At this luncheon short talks will be given by President Walter Williams, Superintendent W. F. Knox, Dr. H. H. Ryan, Superintendent A. L. Threlkeld and music will be furnished by the Phi Delta Kappa Quartette. Tickets for this luncheon will be on sale at Jesse Hall Thursday morning and admission will be by ticket only.

At the same hour, Phi Lambda Thetas will hold an open session luncheon at the Inglenook with Miss Elsa Nagel presiding. At this time short talks will be given

by Miss Cassie Burk, Rural State Supervisor of the Department of Education, Mrs. Leota Hoberecht, Principal of the Boonville High School and Miss Mary McKee, Associate Professor of Physical Education, University of Missouri.

On Friday afternoon the last general session will be held in the Auditorium of Jesse Hall with Supt. Knox presiding. Addresses will be given by Dr. C. H. Hammar, Assistant Professor, Agricultural Economics, University of Missouri and by Dr. H. H. Ryan. Dr. Ryan's subject will be "Adolescence and Ascendancy" and Dr. Hammar will speak on "Some Aspects of the Financial Crisis in Rural Education in Missouri." Dr. Hammar has cooperated with the State Association's Committee on Sources of Larger Revenue in assembling and interpreting financial facts bearing on the problem of taxation in Missouri and sources of revenue.

WHEN?

The Teacher's Lament

My breakfasts are eatless,
My dinners are meatless,
I'm getting more skinny each day.
My trousers are seatless,
My coffee is sweetless,
O when will I get my back pay?

My kids are all bootless,
My coal man is sootless,
The worries increase day by day.
My old hat is crownless,
My poor wife is gownless,
O when will I get my back pay?

My landlord is rentless,
My preacher is centless,
My lodge dues put off day by day.
My house, it is phoneless,
My radio toneless,
O when will I get my back pay?

My butcher is heartless,
My grocer is martless,
"No credit for you, now," they say.
My auto is tireless,
My furnace is fireless,
O when will I get my back pay?

My poor hair is cutless,
My stomach does jut less,
I get less and less every day.
My doctor is payless,
My holidays gayless,
O when will I get my back pay?

My pleas are all useless,
My light wires are juiceless,
For money I've tried every way.
My teeth are all fill-less,
My money bags bill-less,
O when will I get my back pay?

My evenings are deedless,
No money—I read less,
I beg, and I cuss, and I pray.
Though present paydays are payless,
I'd worry a way less,
Could I just collect my back pay.

Wm. G. Halley in "Ohio Schools"

Report of Committee on Resolutions Adopted by the House of Delegates, November 10, 1932

MR. CHAIRMAN, and Members of the Assembly of Delegates of the Missouri State Teachers Association: We, your Committee on Resolutions, desire to submit to you the following report:

The Missouri State Teachers Association recognizes the need for economy in all governmental activities, including the schools. However, we are compelled to take cognizance of the fact that national taxes have increased; state, county and city tax rates have suffered little if any reductions; while school tax rates have been slashed in many cases below those that will provide the minimum advantages.

BE IT RESOLVED:

1.

That the interests of the children and the welfare of the State demand the assumption by local communities of the responsibility of their share of the educational program by voting such tax under the law as is necessary to assure that the local children shall not be deprived of their inalienable educational rights.

2.

That the interests of the children and the welfare of the State demand the passage of legislation by the Fifty-seventh General Assembly of the State of Missouri, necessary to secure the revenue for the State to assume its full obligation to the public school children and to the students in the higher educational institutions in the State.

3.

That the interests of the children and the welfare of the State and Nation demand such provision by the federal government, by means of the federal system of taxation, as is necessary to give financial aid to education in the states, such additional grants in aid to be for any and all educational purposes as the State itself may direct, as recommended in the report of the Committee on Federal Relations to Education.

4.

That the interests of the children and the welfare of the State demand the assumption by local boards of education and superintendents of schools of their responsibility

in maintaining, during this period of depression, the professional spirit of the teaching staff by refusing to allow the unprepared teachers or the prepared teachers without teaching positions to "bid" for the teaching positions in their systems. The interests of the children, the welfare of the State, and the requirements of professional ethics would demand that the boards of education and the superintendents of schools determine the amount of money available for any given teaching position and in the light of this information employ the best possible talent available.

5.

That the Missouri State Teachers Association recognize that the interests of the children and the welfare of the State demand the establishment of a Department of Research, Service and Information in the School of Education at the University of Missouri. A well-organized bureau would be able to keep in constant contact with scholars and experts in the fields of taxation and legislation and could offer information and advice, at all times, to the officers and members of the Association as well as to render a much needed service to the public schools of the State.

6.

That we express our appreciation to the Fifty-sixth General Assembly of the State of Missouri for the progressive educational legislation recently enacted and that we urge the General Assembly of the State of Missouri to continue to safeguard the welfare of the boys and girls of the State.

7.

That we recognize the responsibility of the County Superintendents of Schools in Missouri and the need for efficient work on their part. Therefore, we ask the Legislative Committee to sponsor a bill raising the educational requirements for the County Superintendents of Schools.

8.

That the Missouri State Teachers Association go on record as favoring a plan for creating a Teachers' Retirement Fund.

9.

That the Committee on Teachers Salaries

and Tenure be requested to make a study of the status of teacher supply and demand in Missouri and report to the next meeting.

10.

That we pledge our aid and efforts toward securing universal peace among men.

11.

That the Missouri State Teachers As-

sociation commend the Missouri Congress of Parents and Teachers for its cooperation with the schools.

12.

That we express our appreciation to all persons and organizations in Kansas City which have contributed to the success of this series of meetings.

W. W. CARPENTER, Chairman.

Material Relating To Legislation

The following twenty-nine pages are composed of reports from the Legislative Committee and the Committee on Sources of Larger Revenue which were made before the Assembly of Delegates in Kansas City last November. These reports have been supplemented by studies made at the request of Dr. R. V. Cramer's Committee by T. E. Vaughan and S. E. Smith. Additional material taken from the January Bulletin of the State Department of Education is also included. Taken together the material presents not a program but an array of important material which should be valuable in the consideration of the needs of Missouri schools.—Ed.

Report of Legislative Committee

To the Executive Committee of the Missouri State Teachers Association:

THERE HAS BEEN no session of the General Assembly of the State of Missouri since 1931, hence, your Legislative Committee has had no active work to do during the year 1932.

The General Assembly of 1931 enacted a new school law on the recommendation of the Missouri Survey Commission. Under this law the State for the first time accepted its full responsibility for adequate State support of the public schools in every community and by the terms of the law guaranteed to every community an eight month term of school and provided opportunities for free high school education for every boy and girl of the state. This law went into full operation on July 1, 1932, or only four months ago.

Your Committee has watched and studied with intense interest the operation of this new school law. We have seen the law improve the opportunities for high school education for rural boys and girls; we have noted the encouragement which this law gives to the organization of enlarged school districts making possible better school facilities for rural children; we have watched the growth of transportation of pupils over the state under the new school law.

The uniformly wholesome and beneficent effects of the law have produced an almost unanimous feeling that the principles embodied in the law are fair and just to all.

Although the State because of insufficient revenue will be able to pay only fifty per cent (50%) of the State's obligations under the law during the year 1932-33, and although the

revenues available for schools during this present year are three-fourths of a million dollars less than during the year 1931-32, yet no school district will suffer this year any serious loss of state support as compared with the support received in 1931-32. Furthermore, in all the counties except four, the rural schools will receive more state support this year (1932-33) than in 1931-32. Were the state able to pay one hundred per cent (100%) of its obligations, every county and city in the state would receive more support from the state than previously.

In view of the constructive nature of this new school law, your Legislative Committee recommends that this Association give the law its whole-hearted support. It recommends that since the general principles and general scheme of the law are so sound that no amendment, unless purely clarifying, should be made until the law has been thoroughly tried and the state has met its full obligation.

The Legislative Committee recognizes that the revenues of the State of Missouri have for many years been insufficient for the adequate support of its public schools and of its higher educational institutions. Therefore, the Legislative Committee recommends full cooperation of the Missouri State Teachers Association with the General Assembly in securing a more equitable distribution of the tax burden of the state and in providing adequate revenues to meet fully the obligations of the state under the new school law of 1931 and also to support adequately the higher institutions of education in the state.

Your Committee further recommends that the law governing the issuing of county certificates should be so amended as to eliminate

renewal of county certificates and raise the standards of professional requirements for such certificates.

Your Committee further recommends that the General Assembly be requested to pass a law that will fully protect school moneys so that the loss of school funds that have come as a result of bank failures in recent years may be avoided in the future.

Your Committee feels further that there is urgent need in the State of Missouri of two important constitutional amendments:

First. A constitutional amendment should be submitted to the voters enabling the General Assembly of the State to pass either a state-wide teachers' retirement law or a law enabling cities and educational institutions that so desire to establish teachers' retire-

ment funds.

Second. Amendment to the State Constitution providing for a State Board of Education with power to appoint the State Superintendent or Chief Executive of the Public Schools of the State and thru this executive exercise general supervision over all public schools of the State.

Respectfully submitted by the
Legislative Committee.

George Melcher, Chairman, George R. Loughead, O. G. Sanford, B. P. Lewis, E. F. Bush, M. B. Vaughn, C. H. McClure, C. A. Phillips, W. H. McDonald, Geo. L. Hawkins, B. M. Stigall, H. P. Study, G. E. Dille.
Kansas City, Missouri,
November 9, 1932.

Report of Committee on Sources of Larger Revenue

To the Executive Committee of Missouri State Teachers Association:

The Committee on Sources of Larger Revenue is presenting its preliminary report at this time so that the members of the House of Delegates of the Missouri State Teachers Association will have some recent facts concerning the school finance situation in Missouri to present to the teachers in the various community organizations and clubs in the State. The final report will be transmitted to the Legislative Committee of the Missouri State Teachers' Association by December 10th, for the purpose of furnishing the Legislative Committee with recent data for planning a school legislative program that will safeguard the educational rights of the children in every school district in the state.

The members of the Committee on Sources of Larger Revenue wish to acknowledge the research work of the following busy educational leaders, who about six weeks ago volunteered their time and services so that this report might be prepared with limited cost to the Missouri State Teachers' Association and that it might be partly completed by the time of the regular 1932 meeting of the House of Delegates: Dr. C. A. Phillips, School of Education, University of Missouri, Columbia, Missouri; Mr. D. C. Rucker, Director of Research, State Department of Education, Jefferson City, Missouri; Dr. A. G. Capps School of Education, University of Missouri, Columbia, Missouri; Mr. George B. Johns, Director of Finance, State Department of Education, Jefferson City, Missouri; Mr. S. E. Smith, Registrar, Northeast Missouri State Teachers College, Kirksville, Missouri and graduate student, University of Missouri; Mr. T. E. Vaughan, Assistant Secretary and Business Manager of Missouri State Teachers' Association, Columbia, Missouri; Dr. Conrad Ham-

mar, Rural Economics Department, University of Missouri, Columbia, Missouri; and Mr. George Melcher, Superintendent of Schools, Kansas City, Missouri.

Acknowledgment for advice in planning and carrying out this cooperative study is due to Mr. Chas. A. Lee, State Superintendent of Public Schools, Jefferson City, Missouri; and Mr. T. J. Walker and Mr. E. M. Carter, Missouri State Teachers' Association, Columbia, Missouri.

Very sincerely,

Signed:

Roscoe V. Cramer, Chairman,
Kansas City, Mo.,
W. W. Carpenter, Columbia, Mo.
W. H. Lemmel, Flat River, Missouri,
R. E. Curtis, Advisor, Columbia, Mo.

Section One

Public Education the Last Public Service to be Reduced During a Crisis

In financing public services during a period of economic adjustment, it first becomes necessary to determine what public services supported by taxation are essential and fundamental to society. Such services as are found to be absolutely necessary should not be reduced as long as they are maintained at a reasonable cost. It is obvious that the education of all the children in a democracy is fundamental and indispensable. The public schools and the higher institutions of learning stand first in the list of public services that are essential in modern society and that lie at the very foundation of everything that is dear to ourselves and to our children who will control the human affairs in the next generation. Public education is the safeguard of our nation for "what you want in your

nation tomorrow you must put into the schools of today."

The following quotation from the Journal of the National Education Association of October, 1932, forcefully expresses this idea.

"The teachers of America alone can give a permanent answer to the present crisis. But what do the politicians say and do? They try to solve this difficulty by saving expenses. They cut down salaries of school teachers who dare not protest. They close schools. They drop special teachers. They combine classes. They strike at the one group in the land that could teach the country how to order life by proper organization so that American standards may be maintained and elevated with each generation. They look on education as a Jonah to be sacrificed to the god of the storms. But education is an Isaiah—singing the eternal words of truth—beyond the power of petty men to destroy—beyond the power of any generation to ignore. The hope of America in this crisis is the increased maintenance of education. There is no price too high to pay for education. There is no penalty too great to pay for ignorance."¹

There is a preponderance of facts to show that public education is essential and fundamental to the welfare of a people living in a democracy like ours. Its services are of first importance and should be the very last service to be reduced during a crisis.

Section Two

Increased Service of the Public Schools from 1911 to 1931

This section of the report shows the unfair and misleading information that is given to the general public when the total costs of education in 1931 are compared with the total costs of education in 1911 and 1921 without considering the enlargement of the elementary and secondary school courses of study, the progress in the preparation of teachers, the growth in attendance in the elementary schools and the high schools, and the lengthened school term in all types of schools. All these increased services have been approved by the citizens of the State.

I. Enlargement of Courses of Study and Progress in Preparation of Teachers

By Dr. C. A. Phillips, Director University Elementary School, University of Missouri.

Progress in Preparation of Teachers

1. Significant Changes in the Elementary Courses of Study Between the Years of 1911 and 1931.

A critical examination was made of all of the State Courses of Study as published by the Office of the State Superintendent of Public Schools. The following are some of the more significant changes:

1. The general and specific objectives of education are very clearly stated in the 1931 Courses of Study.
2. Elaborate materials for the teaching of the Social Studies have been organized in recent Courses of Study.

3. An elaborate outline for the study of the elementary natural sciences is presented in the Courses of Study for 1931.
4. A special syllabus offering materials and procedures for character education is now available.
5. A special syllabus offering materials and procedures in physical education is now offered.
6. A carefully selected list of books for supplementary reading and library purposes has been made. There are 1,004 books in this list.
7. A carefully selected list of references for teachers is now included. There are 278 books in this list.
8. The present Courses of Study present clearly defined procedures for remedial work in reading, arithmetic, and other subjects.
9. A comprehensive testing program including quarterly and final examinations of an objective character is outlined. This program includes standardized mental and education tests, as well as the quarterly and final examinations sent out by the State Department of Education.

2. The Expansion of the High School Curriculum as Expressed in Offerings for the Years 1910, 1920 and 1931.

A careful study was made of all of the bulletins of the State Department which concerned themselves with high school problems, and all of the University of Missouri catalogs for the years 1910 to 1931 inclusive, were studied. From these two sources we obtained the following data:

1. In 1910 the State Department of Education listed 31 units of study approved for high school purposes. For that same year the catalog of the University of Missouri listed 45½ units which might be offered for entrance to it.
2. In 1920 the State Department of Education listed 69½ units which were approved and the University of Missouri listed 56 units.
3. In 1931 the State Department of Education had increased its offerings to 87 units, or an increase of 180% over the offerings of 1910. At the same time the University of Missouri offered 91 units which was exactly 100% increase over the offerings of 1910.
4. It may be observed that because of the co-operative arrangement between the State Department of Education and the University of Missouri the offerings approved by each are practically the same.
5. Some of the more notable additions which may be pointed out in connection with this expansion are as follows: The Social Studies have been increased from 4 units to 9 units; Commercial subjects from 0 units to 7 units; Industrial Arts from 1 unit to 6 units; Home Economics from 1 unit to 9 units;

¹ The Journal of the National Education Association, Oct. 1932, p. 214, by Aaron Sapiro, attorney, New York, N. Y.

Vocational Agriculture from 0 units to 6 units; Music from 1 unit to 6 units; Art from 1 unit to 3 units; Teacher Training from 0 units to 3½ units. Undoubtedly this expansion which includes subjects of a vocational and aesthetic nature have been included due directly to the demands for them.

3. Some Significant Facts Concerning the Training of Teachers in Missouri for the Years 1921 and 1931.

Any statement concerning the academic and professional preparation of the teachers certificated in Missouri will contain many inaccuracies. It is nearly impossible to make any significant comparisons.

It will be recalled that in 1911 a law was passed which required the gradual increasing of high school training for first and second grade county certificates, so that by 1918 a minimum requirement would be graduation from a full four-year high school course.

In 1921 a law was enacted which gradually increased the high school requirements for the third grade certificate until 1927 when a full four-year high school course was required for this certificate.

It will be remembered, also, that the General Assembly passed, in 1913, what was known as the High School Teacher Training Law which provided for certification of graduates of Public Schools is to grant certificates from first class high schools on the completion of the specified course for that work.

One of the powers of the State Superintendent in the exercise of this power different State Superintendents have granted many different kinds of certificates. It is exceedingly difficult to rate these certificates in terms of academic and professional attainment.

I am submitting herewith, some comparative data for the school year ending June 30, 1921, and the school year ending June 30, 1931. The data are not exactly comparable. In the one case we have used certification at the lowest level required for the same. In the other case we have used college hours as the basis. They were chosen because we could be reasonably certain of their significance in each case. However, they do give a rough picture of the status of the teachers of Missouri on these two dates.

STATUS OF THE TRAINING OF 21,567 MISSOURI SCHOOL TEACHERS IN 1921

Number of Teachers	Basis of Certification	Per Cent
6,908	No high school requirement	32.3
7,150	High school graduates	33.3
1,030	30 semester hours college credit	4.8
6,246	At least 60 semester hours college credit	29.4
173	State rural	
21,567		99.8

Thus we have included in this description, 99.8% of all the public school teachers in the state for the year ending June 30, 1921.

STATUS OF THE TRAINING OF 23,926 MISSOURI SCHOOL TEACHERS IN 1931, INCLUDING 8,427 TEACHERS IN RURAL SCHOOLS AND 15,499 TEACHERS IN DISTRICTS CONTAINING FIRST CLASS HIGH SCHOOLS

Number of Teachers	Basis of Certification	Per Cent
1,765	No college hours	7.3
2,982	Less than 30 semester hours college credit	12.4
2,307	More than 29 and less than 60 semester hours college credit	9.6
7,085	More than 59 and less than 90 semester hours college credit	29.
2,179	More than 89 and less than 120 semester hours college credit	9.1
7,608	More than 120 semester hours college credit	31.7
23,926		99.1

The total does not include teachers in third and second class high schools.

There are some very significant observations which are to be made from the above data:

1. In 1921, 6,968, or 32.3% of the teachers taught on certificates requiring no high school work. 7,150, or 33.3% taught on certificates requiring only high school graduation. Combining these two items, 14,118 teachers, or 65.6% of all the teachers in the state were teaching on certificates which required no college training, and only 6,246, or 29.4% had certificates requiring as much as 60 semester hours of college credit.
2. In 1931, in marked contrast to that, there were only 1,765 teachers, or 7.3% without any college training. Of this number 1,709 were in rural schools.
3. 16,872 teachers, or 69.8% had two or more years of college training.
4. Most significant of all, 7,608, or 31.7%, had more than 120 hours of college training, which means at least a Bachelor's degree.

From these data it may be concluded that the teachers of the schools in Missouri at the present time have made conspicuous progress in the matter of preparation for their work.

II. Summary of Services Increased Since 1910 by the Development of High Schools, by the Increase in Attendance in the Elementary School, by the Lengthening of School Term and More Regular Attendance in all Types of Schools.² By Mr. D. C. Rucker, Director of Research, State Department of Education, Jefferson City, Missouri.

There has been a remarkable growth in the service rendered by the public schools of Missouri as measured by the factors presented in this report.

The period of time over which this study reports is from 1910 to 1930 except in cases where 1910 data were not available. In these cases 1913 data were used.

The report is divided into four major divi-

² These summary statements are based on an elaborate study, "The Increased Service of the Public Schools since 1910" by Mr. D. C. Rucker.

sions; namely, A, dealing with first class high schools; B, treating elementary schools in six director districts;; C, including elementary, rural and high schools; and D, including enumeration reports and total enrollments in grades 1 to 12.

A—First Class High Schools

The number of first class high schools increased from 125 to 661, an increase of 429%.

The enrollments in first class high schools increased from 26,116 to 124,195, an increase of 376%.

The number of graduates in first class high schools increased from 3,229 to 22,289, an increase of 590%.

A comparison of the enrollment with the number of graduates in first class high schools indicates a greater holding power of these schools. In 1910, one out of every eight enrolled in high school, graduated. In 1931, one out of every six enrolled, graduated.

B—Elementary Schools

In 1913, the number of pupils enrolled in the elementary schools of six director districts was 297,161. In 1931, the number had mounted to 337,430, an increase of 14%.

The graduation enrollment ratio in 1913 was 1 to 20. In 1931, this had changed to 1 graduate to every 10 enrolled.

C—Elementary, Rural and High School

There has been a decided increase in the number of schools lengthening their terms. In 1913, only 54% of the districts had terms of 8 months or more. In 1931, 90.1% had terms of 8 months or more.

The total days attendance in grades 1 to 12 has increased rapidly since 1913. In 1913, this amounted to approximately 79.5 millions. By 1931, this number had mounted to 106.3, a growth of 34%.

D—Enumeration—Total Days Attendance Ratio

The total days' attendance has greatly increased since 1913 even though the number enumerated in 1931 is several thousand less than in 1913. This indicates that while there are fewer potential pupils, the public schools are rendering more service per pupil now than in 1913, which more than equals the loss in number of pupils.

Section Three

Reductions in Supporting Education and Other Public Services

A questionnaire was mailed to fifty cities located in every section of the State and ranging in population from 450 to 500,000 and over to list the total tax rates levied for municipal and school purposes on the \$100.00 assessed valuation for each year from 1928 to and including 1932. At the present date, twenty-seven cities replied and the tabulation of the answers show the following:

- a. The municipal tax rate in 1932 was increased over the rate in 1928 in 11 or 41 per cent of the cities reporting.

The school tax rate in 1932 was in-

creased over the rate in 1928 in 3 or 11 per cent of the cities reporting.

- b. The municipal tax rate in 1932 was reduced below the rate in 1928 in 6 or 22 per cent of the cities reporting. The school tax rate in 1932 was reduced below the rate in 1928 in 14 or 52 per cent of the cities reporting.
- c. The municipal tax rate in 1932 was the same as the rate in 1928 in 10 or 37 per cent of the cities reporting. The school tax rate in 1932 was the same as the rate in 1928 in 10 or 37 per cent of the cities reporting.³

A study of the total rate of tax on the \$100.00 assessed valuation for county government (the sum of the rates of tax for county revenue fund, for road districts outside incorporated towns, for special roads and bridges, to pay interest on bonded debt of county, for sinking fund of county, and average rate of tax for township purposes in counties under township government) when compared with the average rate of school tax levied in the county for the rural and incorporated schools show the following facts concerning the reduction in the taxation for county government services and school services in the same counties for the years of 1928 and 1930:⁴

- a. The total county rate of tax in 1930 was increased over total rate of tax in 1928 in 65 or 57 per cent of the 114 counties. The average school rate of tax levied in 1930 was increased over the average rate of school tax in 1928 in 42 or 37 per cent of the 114 counties.
- b. The total county rate of tax in 1930 was reduced below the total county rate of tax in 1928 in 21 or 18 per cent of the 114 counties. The average school rate of tax levied in 1930 was reduced below the average school rate of tax in 1928 in 59 or 52 per cent of the 114 counties.
- c. The total county rate of tax levied in 1930 was the same as the total rate of county tax in 1928 in 28 or 25 per cent of the 114 counties. The average school rate of tax levied in 1930 was the same as the average school rate of tax in 1928 in 14 or 12 per cent of the 114 counties.

If the data concerning tax rate were tabulated for 1931 and 1932, it would show that the average school rate of tax was reduced

³ Answers received to questionnaire mailed on October 26, 1932 by the Committee on Sources of Larger Revenue to the superintendents of schools in cities under 30,000 population. There is no published tax reports concerning municipal governments in Missouri under 30,000 population. It is hoped that the final report may contain answers to questionnaire from all the cities in the State.

⁴ Report of the State Auditor of Missouri for 1927-1928, pp. 452-454, and Report of the State Auditor of Missouri for 1929-1930, pp. 553 to 558. The rates of tax for county and school purposes for 1931-1932 has not been published.

in practically every county in the state because the school districts, especially the rural districts, have materially reduced their rate of tax with the expectation that the State would pay 100 per cent of all the apportionments, provided by Missouri's New School Law instead of paying about 50 per cent of the apportionment.⁵

The Federal Government has broadened its base for taxation and increased many rates of tax by acts of the last Congress for the purpose of balancing the budget. Its expenditures from 1928 also increased from 4,305,329,727 to \$4,951,160,738 in 1931.⁶

The State Government in Missouri has increased its income tax rate since 1928 for the purpose of giving the public schools one-third of the increased collections so that Missouri's New School Law might be financed and the local rate of tax on general property in many school districts could thereby be reduced without injuring the schools.

It is obvious that public education which is rendering a fundamental service in our democracy, has been carrying during this crisis a large proportion of the financial retrenchment in support of the tax supported public services. With a general reduction in the rates of school district taxes, with the reduction in the assessed valuation of general property and of public utilities, with the state government paying approximately only fifty per cent of the school apportionments allowed by the new school law to the local school districts, the educational program of the State has been greatly impaired by replacing teachers with cheaper and unprepared teachers, by dropping special teachers, for handicapped children, by combining classes and over loading teachers with 50 and even more pupils, and by cutting necessary school supplies. The final report will indicate in detail how public education has been injured by the heavy retrenchment that has been made in the financial support of the public schools and higher institutions of learning.⁷

In this preliminary report of our cooperative study, comparisons in monthly salaries in 1928-1929 with salaries in 1932-1933 are given for the purpose of showing:⁸ (a) that the teachers with college professional training of two to five years did not have monthly salaries inflated during the more prosperous years, (b) that the extent of reduction in monthly salaries for an employment period of eight or nine months per year will soon not

attract trained and capable teachers to the teaching profession.

TABLE I
Comparisons of Monthly Salaries in 1928-1929 with Salaries in 1932-1933 in Missouri

Type of Teacher	1928-1929	1932-1933	Per Cent Reduction
Superintendents,			
1st class, 9 months --	\$203	\$157	22.7
Principals,			
1st class, 9 months --	136	113	19.1
H. S. Teachers,			
1st class, 9 months --	136	115	15.4
Elementary Teachers			
1st Class Schools ----	85	72	15.3
2nd Class Schools ----	80	67	16.3
3rd Class Schools ----	76	63	17.1
Rural School Teachers --	80(a)		

(a) The average monthly salaries of rural teachers was reduced for school year 1931-1932 to \$75.00 or five per cent. The data for 1932-1933 is not available for all schools but special studies of rural school monthly salaries for several counties show that rural teachers have had as great or greater reduction in monthly salaries for 1932-1933 as the elementary teachers.

The budgets of the public schools in Missouri were not inflated during the more prosperous years, therefore, any material liquidation in school budgets will ultimately reduce the opportunities of the children and stupidly force the liquidation of intelligence.

Section Four

Financing Schools Under Missouri's New School Law

By Mr. George B. Johns, School Finance Division, State Department of Education.

Under the new school law schools—approximately 9000—participate in the state school fund. The first apportionment last August under the new school law amounted to \$10,154,866. The first payment made on this apportionment was \$3,493,451 or approximately 35 per cent of the total apportionment. This represented all money on hand on July 1, 1932.

The second payment will be made March 15, which will represent all school money coming in from July 1, 1932, to March 1, 1933. If the state's revenue for these eight months holds up to the receipts of the same eight months of the previous year the state will be able to pay approximately 15 per cent more of the apportionment. In other words, the state will be able to pay only about 50 per cent of its total obligation under the new law this year.

What would have happened if the old law had continued? Under the old law approximately 2500 schools of this state were receiving special state aid which was paid in full as a priority claim. If any money remained after paying the special aids, it was used to apportion to the teacher and attendance quotas. The other 6500 schools could expect only the teacher and attendance quota. In the 1931 apportionment the increased special aids almost completely wiped out the attendance quota last year. In other words, the 6500 schools depending entirely on the teacher and

⁵ School district reports that have been filed with State Department of Education for state aid. There is no data available concerning the county rates of tax for 1931 and 1932 in the State Auditor's Office.

⁶ Annual Report of the Secretary of Treasury on Finances for years 1789-1931, p. 456.

⁷ Study of Reduction in School Offerings, Number of teachers, Number of Pupils in Class, School Supplies, Incidental Expenses, and Preparation of Teachers, by Mr. S. E. Smith, Registrar of Northeast Teachers College, Kirksville, Missouri. (Superintendents, principals, and teachers are urged to cooperate with Mr. Smith and answer promptly and accurately his questionnaire).

⁸ Committee on Salaries and Tenure, Missouri State Teachers' Association, October 29, 1932.

attendance quota received practically nothing but teacher quota last year.

After checking our records we find the special aid claims this year, if the old law had remained in effect, would have required about \$400,000 more, which would have reduced the teacher quota an equal amount. The state's revenue greatly decreased last year, which lowered the state school money \$734,218. The \$400,000 increased special aid needs plus the \$734,218 less state school money, amounts to \$1,134,218 which would cut short the payment of the teacher quota this amount. The amount needed for teacher quota each year is approximately \$1,800,000, minus \$1,134,218 loss of revenue for this purpose leaves only about \$665,782 to apply as a partial payment of the teacher quota. The state in all probability could not have paid more than 36 per cent of the teacher quota, therefore the 2500 schools getting special aids would have received practically all the state school money, leaving the other 6500 schools to receive only a small per cent of the teacher quota and a total loss of the attendance quota.

To illustrate briefly how the old law would have operated this year, if it had remained in effect, the following table will show the amount received in 1931 by six city school districts as compared with the estimated amount these districts would have received this year under the same law, also the amount these same districts are expected to receive this year under the new law with only a 50 per cent payment.

TABLE I

School	Teacher and attendance quota received 1931	Estimated amount teacher and attendance quota 1932 if old law had remained in effect	Amount expected this year under new law with only 50 per cent payment
St. Louis	\$328,633	\$118,307	\$277,767
Kansas City	223,984	80,634	182,024
St. Joseph	44,463	16,006	37,872
Springfield	31,953	11,503	71,482
Joplin	21,253	7,651	46,252
Sedalia	14,121	5,083	23,741

The above table shows St. Louis, Kansas City and St. Joseph will receive only a little less money this year than in 1931, but if the old law had remained in effect these districts would have received much less money from the state than was received in 1931.

The new school law provides a more uniform and equitable means for distributing the state school money. Under the old law each class of special aid—rural, Job, Wilson, and consolidated—lacked uniformity in method of calculating special aids for equalization. The new law provides for the apportionment on the basis of uniform teaching units and a uniform method of deducting the local assets. All districts not entitled to the equalization were given a definite teacher and attendance quota guarantee.

The new law guarantees each district its prorated share of the apportionment in case the state is short of money in meeting full

apportionment guarantees. The old law method of giving to special aid districts a priority claim on the apportionment provided no general distribution of state school money. Some counties received a large share of state school money while others received a very small amount. If the old law had remained in effect for the 1932 apportionment this unequal distribution of money would have been further exaggerated.

The new law, with only 50 per cent payment, will provide more state school money in 87 counties, than was received last year. Only 28 counties will receive less this year than last year.

Rural districts by counties receive a large increase in the apportionment. Only four counties showed any decrease for rural districts.

High school districts by counties do no fare quite so well as rurals. This is due to consolidated schools receiving only a prorated share of the apportionment. Most other high schools fare better this year than last year.

On account of a more equitable distribution of school money many school districts have been able to reduce the tax rate this year. The table shown below indicates a general reduction in tax rates for the years 1931 and 1932. These rates are calculated on the basis of assessed valuation of personal and real estate and not by the district average as used by county clerks in extending utility taxes.

TABLE II
AVERAGE TAX RATES BY COUNTIES FOR 1931 AND 1932.

Tax Rate	1931 Data Frequency	1932 Data Frequency
30	0	0
35	0	1
40	3	6
45	3	6
50	10	13
55	7	9
60	18	17
65	11	12
70	6	7
75	7	3
80	5	5
85	10	12
90	10	3
95	4	4
100	5	3
105	4	1
110	3	4
115	0	1
120	0	1
125	2	2
130	4	1
135	1	1
140	0	1
145	0	0
150	1	1
155	0	0
Number	114	114
Median	74.25	67
Q1	61.5	56.4
Q3	92.75	87.7

According to the records in the State Department the chief tax reduction has been in the rural districts. If the state could have paid a greater per cent of the apportionment further reductions would have been made.

The following table gives a summary of tax reduction for the state. (This does not include merchants' tax.)

TABLE III

Year	School taxes levied on personal and real estate	Total assessed valuation of personal and real estate	Average tax rate on assessed valuation
1931	\$26,382,297	\$2,812,067,830	93.8
1932	23,378,487	2,552,471,945	91.6

The above table indicates a reduction of \$3,003,810 taxes levied in 1932 along with \$259,595,885 decreased assessed valuations. The decrease in tax rate for the state is 2.2 per cent but counting the same valuation as 1931 the reduction would have been 10.7 per cent.

Last year the new income tax law which operated only three and one-half months produced only about \$143,000 more to the school fund, than the old income tax law. On this basis it would produce only about \$572,000 more school money for a full year. Anyone can readily see the income tax law will not produce enough more money to pay the apportionment in full.

Other state general revenue has been falling off. The following figures show what has happened from 1930 to 1932, inclusive.

The total amount of public revenue of which the public school fund is a one-third part:

\$16,122,733	June 30, 1930
13,162,006	June 30, 1931
11,021,716	June 30, 1932

To public school fund (one-third of above figures):

\$5,374,244	June 30, 1930
4,387,355	June 30, 1931
3,673,905	June 30, 1932

It is evident the public school money has been decreasing at the same time the state's obligation has been increased under the new law. The new law, however, has not had a fair chance to operate due to the depression. When the state provides more school funds the new law will not only make it possible for schools to offer better educational facilities, but will give an opportunity to reduce further the local tax rates.

Section Five

Why Missouri is Now Having Difficulty in Financing the New School Law

The practice of diverting by special laws and constitutional amendments many special taxes and fees from the general revenue fund of the State so that at least one-fourth of the collections from various fees, auto licenses, and gasoline tax would not be appropriated to the state public school fund, as is provided in the State Constitution, has been followed in Missouri during the last twenty years.

TABLE I

Moneys from All Sources Paid into the State Treasury and State Appropriations for the Public Schools⁹

Year	Total receipts from all sources	Total state school fund	Per cent of total state receipts appropriated to the public schools
1910	\$7,151,125.12	\$1,805,381.71	25.2
1920	31,630,551.05	3,642,676.33	11.5
1930	96,346,975.23	5,058,804.86	5.5

The per cent of the total receipts of the State Treasury appropriated to the public schools has decreased from 25.2 in 1910 to 5.5 in 1930. It is true that there are many items included in the total receipts which are paid into the State Treasury: as earnings of state institutions, fees of state departments, interest and sinking funds for soldier bonuses, blind pensions, state road bonds, and federal road support, all of which could not be turned into the general revenue fund of the State so that at least one-fourth would apply to the state school fund, as provided by the State Constitution. But if the automobile licenses, amounting to \$10,049,279.86 in 1930; and the gasoline tax, amounting to \$8,788,506.82 in 1930,¹⁰ were turned into the general revenue fund of the state so that the state public school fund would receive at least one-fourth of such tax collections on intangibles there would be adequate state public school funds to finance the new school law. The construction of highways has been a worthy and desirable State achievement but it has limited the tax base for support of schools largely to the collection of taxes from general property which is also heavily taxed for municipal and county purposes. This limitation compels the public schools to ask for an increase in state school revenues by increasing some of the following taxes—the state general property tax, income tax, corporation and franchise tax, and tax on home and foreign insurance premiums; and by enacting some of the following new taxes—a sales tax, a tobacco tax, and a severance tax for the purpose of financing Missouri's new school law which equalizes educational opportunity for twelve grades and equalizes the general property tax for all the school districts in the State.

Section Six

Facts Relative to Financing Missouri's New School Law

I. The boards of education, the school superintendents, principals and teachers should make every economy possible which will not impair education of the children. One of these economies could be made when better school district organization is adopted as provided in the new school law. Facts concerning another economy with respect to fire insurance rates have been prepared by Mr. W. H. Lemmel, Superintendent of Schools, Flat River, Missouri.

⁹ State Auditors Reports 1910, 1920, and 1930.

¹⁰ State Auditor's report 1929, 1930, page 34.

A study of insurance premiums paid and indemnity collected by Missouri school districts reveals that the state could save its school districts a considerable amount by setting up an insurance reserve for the protection of schools. At the present time the insurance companies are collecting excessive premiums on school building risks. In 1930 only 27.8 cents were returned to the schools for each dollar of premiums paid thus creating a gross profit of over 350% for the insurance companies. Over the ten year period from 1921 to 1931 Missouri school districts of over 10,000 people report premiums paid and indemnity collected as follows:

City	Premium Paid	Indemnity Collected
Carthage	8,683.10	148.42
Maplewood	35,747.22	000.00
1 Jefferson City	14,149.17	372.61
2 Poplar Bluff	22,602.72	26,663.36
Webster Groves	30,893.00	2,628.78
Joplin	23,164.94	1,598.65
Kansas City	178,991.46	000.00
University City	19,013.27	2,185.58
3 Springfield	50,000.00	200.00
Sedalia	48,000.00	150.00
Cape Girardeau	13,390.61	000.00

TOTAL \$444,635.49 \$33,947.40

1 Windstorm records run back only to 1926.

2 Windstorm losses as result of tornado in 1927.

3 Approximately.

The above eleven Missouri school districts paid out \$444,635.49 for insurance and received in return \$33,947.40 or 7.6% of the total amount paid out.

The loss ratio from 1920 to and including 1929 on all classes of risks was 61.2%. The smaller loss ratio on school buildings would indicate that the rates on this class of risks is disproportionately high.

If the State of Missouri would set up an insurance reserve on its 10,000 school buildings it could save over 50% on the money now being spent for school insurance. That such a plan is feasible is attested to by the states of South Carolina, North Dakota and Wisconsin.

In South Carolina an insurance reserve of over \$1,000,000 has been built up since 1900 by charging rates 20% less than those charged by stock companies. In 1926 all buildings which had been insured for five years or more were insured in perpetuity without paying additional premiums. The average cost of administration has been less than four per cent.

From 1919 to 1930 the state of North Dakota by charging the same insurance rate as commercial companies and 26 per cent less on rural schools has collected \$2,688,994.25 in premiums and disbursed \$1,306,997.47. Of this amount \$584,418.65 was paid for losses, \$649,000.74 for reinsurance and \$73,578.08 for salaries and operating costs, leaving a net balance of \$1,381,996.78. Administration cost over the entire period was 2.8 per cent.

The Wisconsin insurance plan was created by act of the legislature in 1903 for the purpose of insuring all state property to the

amount of 90% of its value at 60% of the rate charged by stock companies. In 1911 and 1913 the statute was amended to include county, city, village, town, school, and library property at the same rate, except amount to be carried was left optional with the board in control.

Since the organization the state has collected \$3,383,415.63 and paid out for losses and operating expenses \$1,046,295.60 which leaves a balance of \$2,337,120.03.¹

There is no reason why Missouri should not carry its own insurance on its own buildings as Wisconsin, North Dakota and South Carolina are doing and save for education the money which now goes to provide insurance companies with large profits.

II. Assessment of General Property

The most stable source of revenue for public education is derived from the tax levied and collected on the assessed valuation of general property. State wide per cent reductions in real estate assessments regardless of whether the property in the 114 counties is assessed below or above its actual sales value has reduced the sources of revenue for the public schools and has also increased the inequalities in assessment rather than equalizing them.

A study of the ratios of assessed valuations to sales value of farms in thirteen representative counties of the state show that in 1931 the assessed valuation was 81.8 per cent of the actual sales value.¹¹ In these counties that was a wide range in the ratio of assessed valuations to sales value. A study of 201 bona fide sales of real estate in Kansas City between June 1, 1931 and March 1, 1932 showed that the assessed valuations were on an average 53 per cent of the actual sales value, and some pieces of the city property studied were found to be assessed as low as 25 per cent of their sales value. In the smaller cities of the state the assessed valuation between June 1, 1931 and March 1, 1932 was on an average 50 to 60 per cent of the actual sales values. These facts show that real estate in Missouri is not assessed on an average above its actual sales value, however, there are certain pieces of farms and city property that are assessed above an actual sales value. In such cases reduction in assessed valuations should be made on only these specific pieces of property through supervised assessments and by local county boards of equalization. State wide and uniform per cent reduction in assessed valuations not only reduces the revenue of the public schools but also makes it uncertain and not stable.

¹ Taken from Sixty-First Report of the Commissioner of Insurance of the State of Wisconsin. Page 56.

¹¹ Research Bulletin 169, Accuracy and Flexibility of Rural Real Estate Assessment in Missouri, Dr. Conrad H. Hammar—June, 1932.

III. The Management and Administration of the Permanent County and State School Fund

By Mr. T. E. Vaughan, Asst. Sect. and Business Manager of Missouri State Teachers Assn.

Both the constitution and the laws of Missouri provide that the net proceeds of fines and bond forfeitures in the several counties shall be added each year to the permanent county school funds. These funds, together with the permanent township school funds, are loaned by the several county courts on unencumbered real estate security, and the interest collected is distributed to the school districts of the several counties and townships on the basis of school enumeration. The fact that what is received by school districts from this source becomes a part of the equalization quotas of these districts under the new school law makes the management of these funds in every county a matter of state interest. A tabulation of the amounts reported by county clerks to the State Superintendent of Public Schools as having been added to the county school funds from fines and forfeitures during the twenty years from 1912 to 1931, inclusive, points to some interesting conclusions.

While 62 counties reported every year, 52 counties did not report every year. That reports are not always accurate is indicated by the fact that in the case of only one county did the amount in the county and township school funds in 1931 agree with the amount that apparently should have been there, when receipts reported for the twenty years were added to the amounts in those funds in 1911.

The reports indicate that in 59 counties losses were sustained during the twenty years. These apparent losses total more than \$500,000.00. They range from only a few dollars to more than \$50,000.00 in individual counties. In each of 14 counties the apparent loss exceeds \$10,000.00.

There is some evidence that in certain counties the amounts added to the permanent school funds from the proceeds of fines and forfeitures are less than they should be. A comparison of the amounts added in two counties will show this. One of these two counties has a population more than double the population of the other county. Consequently, one would expect that additions to the permanent school funds from the proceeds of fines and forfeitures would be in somewhat the same ratio. During the twenty years additions in the more populous county totaled a little more than \$175,000.00, and in the less populous county they totaled more than \$155,000.00. During the last ten years of the period additions in the more populous county amounted to less than \$69,000.00, while in the less populous county they were more than \$145,500.00.

Further investigation will be necessary to verify the conclusions to which this preliminary study points.

The facts that these funds now amount to more than \$14,000,000.00, that they constitute an essential endowment of public schools, and that their careful handling means worthwhile accretions, would seem to indicate that their management is worthy of investigation by county superintendents and local school officers.

IV. A Study of Recent Tax Measures Enacted by Various States.

By Dr. R. E. Curtis, School of Economics, University of Missouri, Columbia, Missouri.

1. THE SALES TAX

A. State General Sales Tax.

To the right of each state that has some form of a general sales tax are given the dates the act was passed and subsequent changes and amendments.

State	Dates	State	Dates
Connecticut	1930	Mississippi	1930, 1932
Delaware	1915, 1917, 1919	North Carolina	1931
Georgia	1929, 1931	Pennsylvania	1899, 1907,
Kentucky	1930		1925, 1929, 1932
Louisiana	1932	Virginia	1887, 1930
		West Virginia	1921, 1923,
			1925, 1931

B. The Tobacco Tax.

To the right of each state that has some form of tobacco tax is given the date the act was adopted.

State	Dates	State	Dates
Alabama	1927	North Dakota	1925
Arkansas	1925	Ohio	1931
Georgia	1923	South Carolina	1923
Iowa	1921	South Dakota	1923
Louisiana	1932	Tennessee	1925
Kansas	1927	Texas	1931
Mississippi	1930	Utah	1923

C. The Gasoline Tax.

Most of the states reserve the gasoline tax for road building purposes. The following states use a part of the gasoline tax for schools: (1) Florida, (2) Georgia, (3) Texas, and (4) Louisiana.

2. CHAIN STORE TAXATION

To the right of each state that has some form of a tax on stores owned in group or chains are given the dates the act was passed and the subsequent changes and amendments.

State	Dates	State	Dates
Alabama	1931	Mississippi	1930
Arizona	1931	North Carolina	1929, 1931
Delaware	1927	South Carolina	1930
Florida	1931	Tennessee	1931
Georgia	1929	Virginia	1928
Indiana	1929	Wisconsin	1931
Kentucky	1930		

3. THE SEVERANCE TAX

To the right of each state that has some form of severance tax are given the dates the act was passed and the subsequent changes and amendments.

State	Dates	State	Dates
Alabama	1927	Montana	1921, 1923, 1925, 1927
Arkansas	1927, 1929	Nevada	1929
California	1915, 1923	New Mexico	1927
Colorado	1921	Oklahoma	1921, 1931
Idaho	1929	Oregon	1923
Kentucky	(a)	Texas	1930, 1931
Louisiana	1922, 1928	West Virginia	(a)
Michigan	1929	Wisconsin	1927
Minnesota	1923, 1931		

(a) Dates not available.

The Committee on Sources of Larger Revenues purpose in this report is to furnish facts which are considered vital to the main-

tenance of the public schools and higher institutions of learning in Missouri. We have no specific recommendations to make for the planning of the legislative program will be done by the legislative committee. The members of the committee hope that these facts will be of value to the teachers of the state in supporting the legislative program of Missouri State Teachers Association. The final report of the committee on Sources of Larger Revenue will be available to the Legislative Committee after December 10, 1932.

Public School Retrenchments in Missouri

During the School Year, 1932-33

By S. E. Smith

THE PURPOSE of this study was to determine the retrenchments made in operating the public schools in Missouri during the year 1932-33, exclusive of salary reductions. The data for this report were obtained from 463 replies to a questionnaire sent to the superintendents of the high school districts of the State. The questionnaire was divided under the nine main heads of the school budget that are used in public school accounting: Administration, Instruction, Auxiliary Agencies, Coordinate Activities, Operation of Plant, Maintenance of Plant, Fixed Charges, Debt Service, and Capital Outlay. No one superintendent answered all of the questions in the various divisions of the questionnaire, but all of them except three reported retrenchments under one or more of the divisions. Therefore, it would appear that these 463 superintendents reporting, represent a fair sampling of the status of retrenchments in this State as a whole.

Administration: Two hundred sixty-one districts report reductions in cost of supplies for the boards of education amounting to \$21,383; 156 districts report that the work of the superintendents has been changed as a matter of economy; 138 of these districts report that the change results in an increased teaching load for the superintendent; and 41 reports show reduced clerical help in the superintendent's office. The cash saving due to the changes in the work of the superintendent cannot be satisfactorily estimated because the results of supervision are difficult to measure.

Instruction: One hundred four districts report an increased teaching load in the grades; 170 districts report an increased teaching load in the high school; and 22 districts report teachers of last year replaced by others with less training. Eleven 120-hour teachers have been replaced by 90-hour successors; twenty-eight 90-hour teachers have been replaced by 60-hour successors; and ten 60-hour teachers have been replaced by 30 to 59-hour successors. Forty-one rooms have been overcrowded as a result of reducing the number of teachers; 126 rooms have 45 to 54 pupils;

23 rooms have from 55 to 64 pupils; and 4 rooms have 65 pupils or more. Thirteen districts report shortened terms; ninety-nine report courses dropped from high school. Of these courses, 171 were one-unit courses, and 52 were half-unit courses. Desirable library and reference books have been left unpurchased by 303 districts. The cost of these books would have been \$38,029. Two hundred eighty districts report desirable laboratory and teaching equipment left unpurchased, the cost of which would have been \$30,055. Sixty-seven districts report departments of instruction discontinued: 5 have discontinued the kindergarten; 8, the opportunity room; 34, music in the grades; and 39 music in the high school. Twenty-five districts have discontinued special supervisors which cost \$25,815. One hundred twenty-nine districts have curtailed library service to the amount of \$12,469.

Auxiliary Agencies: Thirty-three districts have reduced transportation services to the amount of \$13,888. One hundred twenty-five have reduced physical training and athletic activities costing \$13,188. One hundred three districts have abolished competitive athletics, and 44 have discontinued health and exercise courses. Purchase of playground equipment has been postponed by 240 districts. The reduction in this item is \$22,211.

Coordinate Activities: Medical examination and medical supplies have been curtailed in 145 districts. The amount of such reduction is \$1,875. Nurse service has been discontinued in 67 districts. The cost reduction in this item is \$6,025. In many instances it was stated that part of the costs for nurse service were paid by funds from sources other than the district. This would mean that the retrenchment on the health and welfare items is really more than the amounts named above would indicate.

Operation of Plant: Janitor's salaries have been reduced from four per cent to sixty per cent in 336 districts. The total cash amount of such reduction is \$51,849. Fifteen districts report a decrease in the number of janitors employed. The total cash amount of the re-

duction in this case was not reported. The quantity of engineering and janitorial supplies has been reduced in 130 districts at a cost reduction of \$22,070. This cost reduction does not take into consideration decreased cost of materials at the present time over cost of a year or two ago. The care of school grounds has been curtailed in 68 districts which would have amounted to \$5,860.

Maintenance of Plant: The up-keep of the school plant is an item in which it is nearly always possible to reduce expenses temporarily, even though it may not be economical in the end to do so. One hundred thirty-six districts have omitted or postponed non-structural improvements of school grounds which would have cost \$22,270. One hundred seventy-six districts have neglected or postponed repairs on school buildings at a cost reduction of \$49,950. Ninety-six districts have postponed the repairing or replacing of broken parts in laboratories, home economics, and commerce departments at a cost reduction of \$4,612. One hundred nine districts have postponed the repairing or refinishing of old furniture to the amount of \$11,207.

Fixed Charges: Only 8 districts report lapses on insurance policies, the premiums of which amount to a total of \$5,216.

Debt Service: In order to meet debts previously incurred, one hundred eight districts have paid such bills out of funds provided for the expenses of the current year to the amount of \$141,829.

Capital Outlay: Fifty-six districts have postponed the purchase of land needed for new sites, or the improvement of present sites. The cost reduction on this item is \$64,300. Seventy-nine districts have postponed the construction of needed new buildings. The amount of this item is \$1,523,375. Ninety-one districts have postponed needed alterations and additions to old buildings, the cost of which is \$74,370. One hundred ninety-three districts report the postponement of the purchase of desirable and necessary school furniture which would have cost \$47,010. Two hundred twenty districts have postponed the purchase of needed new instructional apparatus which would cost \$27,790.

It is believed that the reports from the 463 districts presented above represent a fair sampling of the conditions that prevail throughout the State as a whole. The total amount of the several items of retrenchments is \$2,236,646. It is highly probable that a complete report from all of the more than 900 high school districts would show a total of five million dollars, or more, in retrenchments made in the local school districts alone.

Remarks: Under the heading "remarks" many superintendents have given interesting comments, several of which are quoted below:

"If the State could pay 100 per cent on what has been promised we would be O. K."

"The greater part of shortage of school income was taken from teachers' salaries. This amounted to about \$1800."

"No money to pay teachers for month of November, and nothing promising for future."

"Unless the State meets its obligations in financing the schools in this section, education is going to be seriously crippled. The people are taxing themselves to the limit—only six dissenting votes last year, but even at that only \$16 per pupil enrolled is raised by local taxes."

"If the state legislature would give us the \$1000 building aid du us since two years ago, we could stop paying interest on that. Our teachers will likely have to serve at least one month without pay in addition to a flat \$10 a month cut."

"Teaching staff and janitorial salaries reduced 21 per cent. Dropped one high school teacher. Teachers accepting warrants payable in February."

"Teachers will not be paid more than 50 or 60 per cent of their salaries unless we receive State aid in full."

"We are buying nothing which we feel that we can get along without in the hopes that our funds will be sufficient to pay the salaries of teachers and other employees of the board of education."

"However, teachers are not being paid this year. The future appears very dark indeed. No indebtedness on last year's running expense, but only one month's salaries have been paid so far this year."

"This district ran behind \$1,229 last year. Although a budget was figured out very carefully last year to care for this deficit, it appears now as if the district will be deeper in the hole at the end of this year."

"We have a new building, which is not complete—neither is our equipment complete. All on account of shortage of funds."

"We have been gradually reduced in State funds for the past few years. Now our local tax is insufficient to meet our needs. We find this year that we will not be able to meet our expenses for more than half of the year. How the teachers are to be paid for their services, I do not know. Money from non-resident students last year was not paid."

"Amount of reduction not fully determined. \$11,000 overdrawn to start year, July 1, 1932."

"We aren't buying anything except necessities. We are using obsolete text books another year or longer."

"If we do not get a higher per cent of our State aid, we will be unable to meet all of our instructional costs this year."

"Our budget has been reduced over 20 per cent. District is now seven weeks in arrears with teachers' salaries. It seems probable that the last two or three month's salaries will have to wait the slow process of collecting back taxes."

"We are having school as usual. We are using the same budget as last year. We do

not regard education as an activity in which we may participate in only prosperous years."

"The policy of standing still won't hurt for a year or so, but the policy continued is bound to hurt—deep."

"The inability of the State Department of Education to distribute its full quota has been a disappointment to us, but we provided for the deficiency by local taxation."

Summary of Data

I. ADMINISTRATION:

1. Has the amount spent for supplies for the Board of Education been reduced? -----Yes 261
 - a. If so, how much? ----\$18,498
2. Has the work of the superintendent been changed? -----Yes 156
 - a. By additional teaching? --Yes 138
 - b. By reduced clerical help? Yes 41

II. INSTRUCTION:

3. Has the teaching load in the grades been increased -----Yes 104
4. Has the teaching load in the high school been increased -----Yes 170
5. Have courses been dropped out of the high school? -----Yes 99
 - a. Number of one-unit courses 171
 - b. Number of half-unit courses ----- 52
6. Have desirable library and reference books been left unpurchased? -----Yes 303
 - a. Probable cost of same \$38,029
7. Have desirable laboratory and teaching equipment been left unpurchased? -----Yes 280
 - a. Probable cost of same \$30,055
8. Have departments of instruction been discontinued? -----Yes 67
 - a. Kindergarten? -----Yes 5
 - b. Opportunity room? -----Yes 8
 - c. Music in the grades? ----Yes 34
 - d. Music in high school? --Yes 39
9. Have special supervisors been discontinued? -----Yes 25
 - a. Cost of same -----\$25,815
10. Has the school library service been curtailed? -----Yes 129
 - a. Estimated amount of reduction -----\$12,469

III. AUXILIARY AGENCIES:

11. Have transportation services been reduced? -----Yes 33
 - a. Amount of cost reduction ----- \$13,888
12. Have physical training and athletic activities been curtailed? Yes 125
 - a. Competitive athletics? --Yes 103
 - b. Health and exercise courses? ----- Yes 44
 - c. Amount of cost reduction ----- \$13,188
13. Has the purchase of playground equipment been postponed? --Yes 240
 - a. Estimated cost of same \$22,211

IV. COORDINATE ACTIVITIES:

14. Have medical examination and medical supplies been curtailed? ----- Yes 145
 - a. Amount of cost reduction \$1,875
15. Has nurse service been curtailed? ----- Yes 67
 - a. Amount of cost reduction ----- \$6,025

V. OPERATION OF PLANT:

16. Have janitors' salaries been reduced? -----Yes 336
 - a. Amount of reduction --\$51,849
 - b. Per cent of reduction 4% to 60%
17. Has the number of janitors employed been reduced? -----Yes 15
18. Has the quantity of janitorial and engineering supplies been reduced? -----Yes 130
 - a. Estimated cost of same \$22,070
19. Has the care of school grounds been curtailed? -----Yes 68
 - a. Estimated cost of same \$5,860

VI. MAINTENANCE OF PLANT:

20. Have the non-structural improvements of the school grounds been postponed or neglected for the present? -----Yes 136
 - a. Cash cost if done this year ----- \$22,270
21. Have repairs on school buildings been postponed for this year? Yes 176
 - a. Estimated cost of such repairs -----\$49,950
22. Has repairing or replacing broken parts in laboratories, homemaking and commerce departments been postponed? -----Yes 96
 - a. Estimated cost of same \$4,612
23. Has repairing or refinishing of old furniture been postponed? Yes 109
 - a. Estimated cost of same \$11,207

VII. FIXED CHARGES:

24. Have insurance policies on school buildings been allowed to lapse? ----- Yes 8
 - a. Amount of premiums --\$5,216

VIII. DEBT SERVICE:

25. Have funds for the current school year been applied to meet previously incurred debts? -----Yes 108
 - a. Amount thus spent --\$141,829

IX. CAPITAL OUTLAY:

26. Has the purchase of land needed for new sites or the improvement of present sites been postponed? ----- Yes 56
 - a. Amount thus spent ----\$64,300
27. Has the construction of needed new buildings been postponed? ----- Yes 79
 - a. Estimated cost of same ----- \$4,523,375
28. Have needed alterations and additions to old buildings been postponed -----Yes 91
 - a. Estimated cost of same \$74,370

29. Has the purchase of desirable and necessary school furniture been postponed? -----Yes 193
 a. Estimated cost of same \$47,010
30. Has the purchase of needed new instructional apparatus been postponed? -----Yes 220
 a. Estimated cost of same \$27,790

Some of the data included in the discussion were obtained from a follow-up postcard as summarized below:

II. Instruction (continued):

- 4a. Have teachers of last year been replaced by others with less training? -----Yes 22
 a. Number of 120-hr. teachers replaced by 90 to 115-hr. teachers -----11
 b. Number of 90-hr. teachers replaced by 60 to 89-hr. teachers 28
 c. Number of 60-hr. teachers replaced by 30 to 59-hr. teachers 10
- 4b. Have rooms been overcrowded as a result of reducing the number of teachers? -----Yes 41
 a. Number of rooms with 45 to 54 pupils -----126
 b. Number of rooms with 55 to 64 pupils -----23
 c. Number of rooms with 65 or more pupils -----4
- 4c. Has your school term been shortened? -----Yes 13

County Superintendents: Replies to inquiries concerning the rural schools have been received from sixty-one county superintendents. Eight report shortened school terms for their respective counties. Eight districts have reduced their school terms from nine months to eight months; 45 districts have reduced their school terms from eight months to seven months; 30 districts have school terms of six months or less.

Twenty-seven counties report that teachers with training and experience have been replaced by others with lower qualifications. Twenty-four 120-hour teachers have been replaced by 90-hour successors. Twenty-one 90-hour teachers have been replaced by 60-hour

successors; forty-six 60-hour teachers have been replaced by 30-hour successors; seventy 30-hour teachers have been replaced by others with 10 to 20 hours. Seventy-nine teachers with first-grade county certificates have been replaced by others with second or third grade certificates. Sixty-one teachers with second grade county certificates have been replaced by others with third-grade certificates.

It will be noted from the above facts that there has been a tendency to lower the standards in the effort to economize in school costs.

Summary of County Superintendent's Reports

1. Have school terms been shortened? -----Yes 8
 a. Number of 9 month terms to 8 months -----8
 b. Number of 8 month terms to 7 months -----45
 c. Number of schools with 6 months or less -----30
2. Have teachers with experience and training been replaced with lower qualifications? -----Yes 27
 a. Number of 120-hr. teachers replaced by others with 90 hrs. -----24
 b. Number of 90-hr. teachers replaced by other with 30-hrs. -----21
 c. Number of 60-hr. teachers replaced by others with 30-hrs. -----46
 d. Number of 30-hr. teachers replaced by others with 10 to 20 hrs. -----70
 e. Number of first grade teachers replaced by second or third grade -----79
 f. Number of second grade teachers replaced by third grade 61

No attempt is made in this paper to discuss the data but merely to present facts as they have come from the several superintendents. It is the hope of the writer that these facts will be of aid to those who are planning the legislative program for education to be presented to our next general assembly.

INDISPENSABILITY OF EDUCATION

SURELY, THE SUDDEN crash in the stock market, the resulting collapse of business, and the events of each passing day have proved to us that the adults of this generation were not prepared to manage the machinery of present-day civilization. When we observe the current frantic gestures of leaders in business, finance, and government to bring some order out of the existing chaos, and hear of the growing momentum of discontent among millions of idle men who are eager to work to feed their hungry families, we are forced to the conclusion that the model of education needed for 1932 and for future years must not be patterned too closely after the models of previous years. In the presence of these calamitous conditions, how can anyone escape the conviction that our only way out is through a system of education so thoroughly modern and well-equipped, so efficiently operated and so far-reaching in its effects that it will be equal to its gigantic responsibility of inducting the immature, uninitiated children of each generation into the kind of intelligent, socially useful and aggressively honest adulthood that is needed to perpetuate and improve a world of justice and contentment.

—J. W. Studebaker.

Permanent County and Township School Funds in Missouri

By T. E. Vaughan

PRESENT CIRCUMSTANCES seem to demand a more general interest than hitherto has been shown in the permanent school funds belonging to the several municipal subdivisions of the state. These funds now total more than \$14,000,000.00, and the amount is increasing annually. Moreover, the income derived from them in any county affects the amount of state school money available for distribution in every other county. Under the provisions of the new school law enacted by the 56th general assembly, the amount of state money annually due each district entitled to equalization aid is the difference between the minimum amount guaranteed to that district and the sum of the amounts derived from a twenty-cent tax on the property in the district, the taxes paid for the privilege of operating public utilities, and the interest on the county and township school funds. Consequently, a reduction in the amount received from any of these sources increases the amount due from the state, and thereby decreases the amount of state money available for distribution to other districts. It would seem from these facts that taxpayers in general and school officials in particular should be interested in these funds, especially in their management and in the enforcement of the legal provisions for their increase.

Presumably every county in the state has both a township school fund and a county school fund, although five counties failed to report the two separately in 1931. From constitutional and statutory provisions relative to these funds it would seem that St. Louis City should have a fund of each of these two types. In reports published by the state superintendent of public schools, however, the entire permanent school fund of the city is regularly designated as a county fund.

The township school funds originated from the sale of lands given the state by the national government with the stipulation that they should be used for schools. The county school funds have been derived principally from fines and forfeitures, which the constitution of the state provides shall go into such a fund in each county. Both funds are managed by the county courts, under a legal provision that the principal of each fund shall be loaned on unencumbered real estate security, and that the interest derived from either fund shall be distributed annually to the several school districts of the county or township to which the fund belongs. Since all public school lands in Missouri have been sold, the township funds are not increasing in amount. The several county funds, however, are augmented annually by the net proceeds of fines and forfeitures.

In an effort to determine whether these funds are being preserved or dissipated, whether the money that legally belongs to the county fund is being added annually or is being diverted into other channels, and whether a further investigation promised worthwhile information or wasted time, the additions to the county funds from fines and forfeitures, as shown in the annual reports of the state superintendent of public schools, were tabulated for the twenty years from 1912 to 1931, inclusive. Then the total additions in each county were added to the total fund of that county in 1911, and the result in each case was compared with the total amount reported in 1931. The results are shown in the accompanying table.

The numbers in the table should be read horizontally. In the case of Adair County, for example, 19 reports were made during the twenty years; the total amount in both the county and the township funds in 1911 was \$76,793.78; the amount added to the county fund from fines and forfeitures, according to the 19 reports, was \$36,107.20; the amount that apparently should have been in both funds in 1931 was \$112,900.98; the amount actually reported as being in the two funds at that time was \$116,533.39, which indicates a gain of \$3,632.41 that may represent the amount of fines and forfeitures collected during the year for which there was no report.

An examination of the table reveals some information relative to the management of the funds. The last column seems to indicate that in some counties the two funds are being carefully preserved, while in others they are being rapidly dissipated. In sixty counties losses apparently were sustained during the twenty years; gains, the source of which is not revealed, are indicated in fifty-three counties and the city of St. Louis; and in one county, Knox, the amount reported in 1931 agrees exactly with the amount reported in 1911 plus the fines and forfeitures reported for the twenty years. The fact that in each of thirteen counties the loss indicated exceeds \$10,000.00, that in one county there is an apparent loss of almost \$67,000.00, and that three counties had less in the two funds in 1931 than in 1911, despite substantial accretions during the twenty-year period, certainly indicates that the funds are not being carefully preserved in all parts of the state.

A comparison of the fines and forfeitures reported from the several counties suggests an answer to the question as to whether the money that legally belongs to the county fund is being added annually or is being diverted into other channels. Boone and Cole counties are comparable in both population and wealth;

yet Boone County reported fines and forfeitures amounting to \$89,181.91 during the twenty years, while Cole County reported only \$45,346.22. Nodaway County has approximately the same population as Newton and almost three times the wealth; yet Newton County reported fines and forfeitures totaling \$43,772.41, while Nodaway reported only \$22,961.55. Jackson County is more than twice as populous and more than three times as wealthy as St. Louis County, but the amount of fines and forfeitures reported from the former is only eight per cent greater than the amount reported from the latter during the twenty years. Similar comparisons could be noted between other counties, if space permitted. Are the people of some counties more law-abiding than those of other counties, or are public officials more faithful in the execution of the law in some counties than in others?

The need for further investigation is indicated by the apparent gains in fifty-three counties and the city of St. Louis. The fact that these gains are indicated suggests either inaccurate reports or accretions to the funds from sources other than fines and forfeitures. Inaccurate and incomplete reports doubtless do account for some of the apparent gains, but most of them probably are due to additions to the funds from sources not mentioned in the reports. An investigation in one county revealed that several thousands of dollars had been added to the funds during the last twenty years from the sale of lands formed by the recession of river waters, from show license fees, from the interest paid by banks in which money belonging to the funds was deposited,

and from rent collected for the use of certain buildings. Legal provisions were found for additions from the first two of these sources, but none for additions from the last two. It may be added that in this particular county show license fees apparently have been illegally diverted into the general revenue fund for a number of years.

It may be said in conclusion that one of the most urgent needs in connection with these funds is greater publicity. Apparently, the only publicity given the funds and their management in most of the counties is that furnished by the annual reports of the state superintendent of public schools, and the inadequacy of the data there given is manifest to anyone who seeks full information in regard to the funds. In at least one county, Miller, a somewhat comprehensive report of the condition of the funds is published annually along with the financial statement of the county. No legal requirement for such publication could be found, but the practice is commendable, and seemingly should be required in every county. Certainly, reports to the state superintendent of public schools should be mandatory, and should show additions to the funds from all sources and losses when losses are sustained. Such publicity would enable the public to watch more carefully the management of the funds, and watchfulness on the part of the public might cause the officials charged with the management of these funds to more faithfully execute the laws providing for their increase, their investment, and their preservation.

PERMANENT COUNTY AND TOWNSHIP SCHOOL FUNDS IN MISSOURI

Counties	(1) Number of Reports	(2) Total Fund 1911*	(3) Fines and Forfeitures 1912-1931	(4) Column 2 plus Column 3	(5) Total Fund 1931	(6) Apparent Gain or Loss**
Adair	19	\$76,793.78	\$36,107.20	\$112,900.98	\$116,533.39	\$3,632.41
Andrew	16	84,040.61	16,548.79	100,589.40	99,512.25	- 1,077.15
Atchison	19	162,361.86	31,795.98	194,157.84	185,501.13	- 8,656.71
Audrain	20	68,479.30	39,797.53	108,276.83	114,293.48	6,016.65
Barry	20	41,158.89	29,977.20	71,136.09	69,498.00	- 1,638.09
Barton	20	125,557.85	49,489.06	175,046.91	168,970.98	- 6,075.93
Bates	20	120,874.83	19,785.87	140,660.70	143,155.71	2,495.01
Benton	18	40,903.92	19,946.94	60,850.86	63,120.68	2,269.82
Bollinger	20	55,745.89	9,988.81	65,734.70	66,036.58	301.88
Boone	20	103,392.70	89,181.91	192,574.61	191,358.00	- 1,216.61
Buchanan	20	163,388.44	70,234.28	233,622.72	210,500.00	- 23,122.72
Butler	19	87,676.97	32,122.22	119,799.19	110,357.75	- 9,441.44
Caldwell	20	76,253.94	11,018.21	87,272.15	86,986.30	- 285.85
Callaway	19	76,673.74	27,924.99	104,598.73	100,688.65	- 3,910.08
Camden	19	33,015.05	8,664.78	41,679.83	43,276.77	1,596.94
Cape Girardeau	20	71,413.98	28,859.17	100,273.15	99,416.05	- 857.10
Carroll	20	111,041.62	25,758.26	136,799.89	141,581.98	4,782.09
Carter	18	16,118.30	5,971.96	22,090.26	19,474.63	- 2,615.63
Cass	17	134,838.02	29,985.95	164,823.97	176,235.53	11,411.56
Cedar	17	50,446.49	7,040.75	57,487.24	56,772.50	- 714.74
Chariton	20	190,082.80	53,882.24	243,965.04	202,574.35	- 41,390.69
Christian	19	28,131.28	10,809.49	38,940.77	40,803.92	1,863.15
Clark	15	52,456.65	10,286.12	62,742.77	61,560.20	- 1,182.57
Clay	20	67,292.19	31,552.31	98,844.50	113,773.69	14,929.19
Clinton	20	50,376.43	10,600.63	60,977.06	56,736.98	- 4,240.08
Cole	19	46,660.49	45,346.22	92,006.71	92,163.79	157.08
Cooper	20	52,360.62	20,421.04	72,781.66	67,344.90	- 5,436.76
Crawford	19	26,578.92	4,992.11	31,571.03	29,883.92	- 1,687.11
Dade	17	38,720.05	8,582.30	47,302.35	47,372.96	70.61
Dallas	17	36,933.25	6,641.66	43,574.91	41,782.00	- 1,792.91
Davies	20	116,731.25	10,500.41	127,231.66	108,042.31	- 19,189.35
DeKalb	19	49,106.90	9,059.50	58,166.40	61,662.10	3,495.70
Dent	20	34,851.22	6,137.86	40,989.08	40,561.15	- 427.93
Douglas	20	24,565.01	13,049.51	37,614.52	36,255.27	- 1,359.25
Dunklin	20	149,460.00	31,548.09	181,008.09	114,061.57	- 66,946.52
Franklin	20	88,633.71	32,242.68	120,876.39	126,721.81	5,845.42

SCHOOL AND COMMUNITY

	(1)	(2)	(3)	(4)	(5)	(6)
Gasconade	20	29,611.73	8,126.27	37,738.00	37,541.56	— 196.44
Gentry	20	99,899.65	18,012.79	117,912.44	118,695.20	782.76
Greene	19	94,693.70	61,755.81	156,449.51	155,769.13	— 680.38
Grundy	20	69,718.25	21,560.44	91,618.69	91,258.41	— 360.28
Harrison	18	111,172.46	8,778.97	119,951.43	120,869.84	918.41
Henry	20	67,548.33	24,477.97	92,026.30	89,366.62	— 2,659.68
Hickory	20	33,376.38	6,329.87	39,706.25	39,614.75	— 91.50
Holt	20	124,057.46	23,837.50	147,894.96	132,886.40	— 15,008.56
Howard	20	43,918.80	24,612.63	68,531.43	68,941.09	409.66
Howell	20	31,249.57	12,555.34	43,804.91	45,867.31	2,062.40
Iron	16	33,206.06	14,798.02	48,004.08	54,821.73	6,817.65
Jackson	20	233,081.16	175,562.50	408,643.66	380,374.87	— 28,268.79
Jasper	20	265,341.79	76,435.02	341,776.81	341,713.81	— 63.00
Jefferson	20	72,748.28	41,096.77	113,845.05	113,851.48	6.43
Johnson	20	129,646.25	27,942.75	157,589.00	160,022.63	2,433.63
Knox	20	59,354.59	13,456.61	72,811.20	72,911.20	***
Laclede	20	37,943.00	17,183.98	55,126.98	56,770.00	1,643.02
Lafayette	20	129,571.47	84,903.19	214,474.66	220,240.19	5,765.53
Lawrence	17	57,652.93	23,807.09	81,460.02	83,720.55	2,260.53
Lewis	15	55,578.68	6,196.19	61,774.87	13,970.11	— 47,804.76
Lincoln	18	43,698.16	30,101.70	73,799.86	79,874.40	6,074.54
Linn	20	70,027.20	21,708.09	91,735.29	93,651.89	1,916.60
Livingston	20	141,940.70	22,969.14	164,909.84	153,672.04	— 11,237.80
McDonald	20	30,408.82	23,810.17	54,218.99	52,434.03	— 1,784.96
Macon	20	111,621.73	40,124.31	151,746.04	147,494.18	— 4,251.86
Madison	20	24,736.98	13,434.78	38,171.76	31,541.00	— 6,630.76
Marion	19	18,228.69	6,494.34	24,723.03	21,793.38	— 2,929.65
Marion	15	75,008.58	64,919.55	139,928.13	154,665.00	14,636.87
Mercer	20	65,018.20	9,896.87	74,915.07	72,154.75	— 2,760.32
Miller	19	42,542.44	17,559.69	60,102.13	60,180.97	78.84
Mississippi	20	53,501.77	47,696.67	101,198.44	106,505.12	5,306.68
Moniteau	19	43,060.92	12,749.96	55,810.88	53,297.69	— 2,513.19
Monroe	20	131,247.08	11,109.52	142,356.60	140,229.73	— 2,126.87
Montgomery	20	37,409.41	22,296.40	59,705.81	59,666.77	— 39.04
Morgan	19	34,848.90	6,446.72	41,295.62	38,976.70	— 2,318.92
New Madrid	20	81,041.81	31,422.97	112,464.78	101,777.47	— 10,687.31
Newton	20	48,709.68	43,772.41	92,482.09	93,015.00	532.91
Nodaway	20	149,238.47	22,961.55	172,200.02	173,728.13	1,528.11
Oregon	20	18,620.73	14,881.32	33,502.05	33,712.98	210.93
Osage	20	46,196.38	5,900.67	52,096.95	53,055.62	958.67
Ozark	19	24,165.22	11,490.78	35,656.00	32,632.00	— 3,024.00
Pemiscot	19	78,830.85	61,194.16	140,025.01	146,808.51	6,783.50
Perry	20	43,867.54	12,113.79	55,981.33	55,396.45	— 584.88
Pettis	20	65,060.75	43,681.15	108,741.90	103,325.00	— 5,416.90
Phelps	20	27,426.60	11,790.96	39,217.56	38,447.44	— 770.12
Pike	20	39,634.79	19,211.88	58,846.67	67,744.84	8,898.17
Platte	14	40,509.53	13,998.54	54,508.07	59,029.02	4,520.95
Polk	16	72,067.43	14,102.79	86,160.22	88,222.03	2,061.81
Pulaski	19	28,950.33	16,814.31	45,764.64	50,637.10	4,872.46
Putnam	20	58,996.98	14,275.00	73,271.98	72,592.74	— 679.24
Ralls	12	49,535.50	15,751.22	65,286.72	70,991.40	5,704.68
Randolph	17	57,521.25	41,512.02	99,033.27	88,871.05	— 10,162.22
Ray	19	101,657.36	52,971.16	154,628.52	157,304.88	2,676.36
Reynolds	18	26,124.07	7,248.51	33,372.58	40,734.64	7,362.06
Ripley	18	38,268.28	9,905.26	48,173.54	49,834.90	1,661.36
St. Charles	20	86,419.82	23,863.98	110,283.80	108,078.00	— 2,205.80
St. Clair	19	67,951.89	16,359.24	84,311.13	84,596.65	285.52
St. Francois	16	51,745.33	33,635.08	85,380.41	90,764.37	5,383.96
Ste. Genevieve	20	23,326.94	3,736.07	27,063.01	29,249.13	2,186.12
St. Louis	20	119,174.22	155,228.01	274,402.23	284,913.26	10,511.03
Saline	19	183,921.85	54,675.69	238,597.54	207,640.27	— 30,957.27
Schuyler	18	59,287.56	14,859.17	74,146.73	88,063.87	13,917.14
Scotland	18	62,199.22	9,202.16	71,401.38	64,629.24	— 6,772.14
Scott	19	35,975.87	31,075.24	67,051.11	62,980.97	— 4,070.14
Shannon	20	27,325.78	7,307.11	34,632.89	39,595.07	4,962.18
Shelby	20	83,916.69	16,513.20	100,429.89	95,441.39	— 4,988.50
Stoddard	16	65,548.00	21,689.22	87,237.22	80,394.22	— 6,843.00
Stone	19	21,308.61	12,649.48	33,958.09	35,032.12	1,074.03
Sullivan	19	71,746.51	15,778.71	87,520.22	80,329.55	— 7,190.67
Taney	19	21,012.77	15,073.13	36,085.90	4,385.63	— 31,700.27
Texas	20	31,561.56	15,101.59	46,663.15	46,747.40	84.25
Vernon	19	112,464.65	19,817.54	132,282.19	129,820.58	— 2,461.61
Warren	20	22,680.73	18,000.74	41,581.47	42,718.68	1,137.21
Washington	8	45,772.28	3,279.77	49,052.05	49,087.95	35.90
Wayne	20	33,750.56	11,272.81	45,023.37	46,055.43	1,032.06
Webster	20	34,507.66	10,942.31	45,449.97	28,611.00	— 16,838.97
Worth	19	38,348.02	14,863.25	53,211.27	51,959.04	— 1,252.23
Wright	17	47,935.48	9,895.62	57,831.10	54,632.20	— 3,198.90
St. Louis City	19	2,178,436.55	624,386.94	2,802,823.49	3,698,903.00	896,079.51

Total 2,175 \$10,078,519.18 \$3,564,041.06 \$13,642,560.24 \$14,252,216.03 \$609,655.79

* The total funds for 1911 and 1931 include both the county and the township funds. They were combined for the reason that not all counties separate them in their reports.

** In only one county does the amount on hand in 1931 agree with the amount that apparently should be on hand. A minus sign before a number indicates a loss.

*** Knox is the only county in the state reporting a balance that agrees with the balance it apparently should have.

The Taxation of Railroads and Other Utilities for Schools

By T. E. Vaughan

THE RATE to be used in levying school taxes, whether for school maintenance, debt service, or building purposes, on the property of railroads, telegraph, telephone, and electric power companies, and companies operating toll bridges and pipe lines, in each county, is designated by law as the average of the rates levied by the several school districts of the county. The average is defined in the law as the result obtained by dividing the sum of the district levies by the total number of districts in the county.*

To one who has given the matter little thought, the procedure specified in the law may seem proper for determining the average tax rate. If zero is regarded as the rate of each district levying no tax for a particular purpose, the procedure specified provides that the sum of the rates shall be divided by the number of rates; and that is the usual method of finding an average. It would seem, however, that the average of a number of tax rates should yield the same total tax, when applied to the sum of the valuations, as the different rates yield, when applied to the separate valuations. That the average rate determined in the manner prescribed in the law will not meet such a test, an example will prove.

The total tax for school maintenance purposes levied by the eighty-eight school districts of Boone county in 1931 was \$231,336.91. The average rate determined in the manner prescribed by law was 51.363 cents per \$100 valuation. This rate, applied to the total valuation, would have yielded \$149,725.10, which amount is only 64.7 per cent of the total tax actually levied. Consequently, the rate at which the property of railroads and other public utilities was taxed for school maintenance in Boone County in 1931 was only 64.7 per cent of the rate at which other property in the county was taxed for the same purpose. The rates at which the property of these utilities was taxed for debt service and school building purposes was still more at variance with the true average of the rates imposed on other property, as reference to Table 1 will show.

TABLE 1
Legal and Actual Average School Tax Rates for Boone and Cole Counties

	Legal Average Rate	True Average Rate	Per Cent the Legal Average Rate is of the True Average Rate
Boone County, 1931			
For Teachers and Inci- dentals	\$.51363	\$.79360	64.7%
For Interest and Sink- ing Fund	.02443	.18171	13.4
For Building Purposes	.00340	.05684	6.0
For All Purposes	\$.54146	\$1.03215	52.5%

Cole County, 1932			
For Teachers and Inci- dentals	\$.404	\$.7925	51.0%
For Interest and Sink- ing Fund	.039	.1725	22.6
For All Purposes	\$.443	\$.9650	45.9%

The basic data from which Table 1 was constructed were obtained from records in the offices of the county clerks of Boone and Cole counties. The rates given in the table are the rates per \$100 of assessed valuation. Those in the first column are the rates actually levied. Those in the second column were obtained by dividing the total tax levied for each purpose by the total assessed valuation of the property of the county, exclusive of the property of utilities.

It will be noted from the third column of Table 1 that the rate used in levying taxes for all school purposes on the property of railroads and other public utilities in Boone County in 1931 was only 52.5 per cent of the true average of the rates used in levying taxes for the same purposes on all other property in the county; also, that the rate used in levying school taxes for all purposes on the property of railroads and other public utilities in Cole County in 1932 was only 45.9 per cent of the true average of the rates used in levying taxes for the same purposes on all other property in the county. A comparison of the school taxes actually levied on the property of these utilities in the two counties with the taxes that would have been levied had a true average rate been used in each case is presented in Table 2.

TABLE 2
Valuation of the Property of Railroads and Other Public Utilities in Boone and Cole Counties and the Taxes Calculated at the Legal and True Average Rates

	Valuation of Utility Property	Taxes at the Legal Average Rate	Taxes at the True Average Rate
Boone County, 1931	\$3,748,116	\$20,294.55	\$38,686.18
Cole County, 1932	2,481,906	10,994.26	23,950.39

The difference between the amounts in the last two columns of Table 2 represents the loss in school revenue which these two counties sustained as a result of the inequitable method of determining the school tax rate for the property of railroads and other public utilities. The loss to Boone county was \$18,391.63, and that to Cole was \$12,956.13. The loss to the two counties was \$31,347.76.

The law provides that the taxes paid in each county on the property of railroads and other public utilities for school maintenance shall be distributed among the several school districts of the county on the basis of school enumeration, but that the taxes paid for other school purposes shall be apportioned among the districts levying such taxes on the basis of the taxes levied.* The legal method of determining the average rate, coupled with this latter provision, produces inequitable results

under certain circumstances, as the following illustration will show.

In 1931 three school districts in Boone County levied taxes for school building purposes. The rates voted by the three districts were as follows: Columbia, 10 cents; Centralia, 15 cents; District No. 52, 5 cents. The rate applied to the valuation of the property of utilities in the county as a result of these levies was .34 of a cent on the \$100 valuation. This rate yielded a total tax to be paid by the utility companies of \$127.43, of which the three districts were entitled to receive amounts as follows: Columbia, \$111.03; Centralia, \$16.00; District No. 52, \$0.40. If Columbia and Centralia had levied no building taxes, leaving District No. 52 the only district to levy such a tax, its five-cent levy would have brought it \$21.28 as a tax on the property of utilities, instead of the 40 cents it received. If, however, the property of railroads and other public utilities had been taxed at a rate representing the true average of the rates levied for building purposes, the rate for these utilities would have been 5.684 cents per \$100 valuation, and the total tax would have been \$2,130.43, which would have been distributed among the three districts as follows: Columbia, \$1,856.20; Centralia, \$267.59; District No. 52, \$6.64. If District No. 52 alone had levied a tax of five cents on the \$100 valuation, its levy would have been equivalent to a true average levy of .017721 cents per \$100 valuation, and the tax yielded would have been \$6.64, the same amount it would have received with the other two districts also levying taxes for school building purposes. Consequently, it is not the method by which the taxes are distributed, but the method used in determining

the average rate, that is responsible for inequitable results under the present plan.

From the facts that have been presented, it would seem that the only possible defense of the present method of determining the school tax rate for the property of railroads and other public utilities would have to come from a desire to give to the owners of this class of property an advantage in the matter of taxation for school purposes over the owners of other classes of property. It is true that the railroads of the country are now in financial straits. It is also true that farmers are in financial straits, and that other property owners are not entirely free from financial worries. Consequently, it would seem that present economic conditions furnish no excuse for the continuation of a plan of taxation that is manifestly unjust. The plan was adopted and has been continued in force probably for no other reason than the failure of the public to comprehend the injustice involved. If Boone and Cole are average counties as regards the loss of school revenue resulting from this inequitable method of levying taxes on the property of utilities, the loss to the entire state is approximately \$1,750,000.00 annually; and, consequently, by changing the method of determining the rate to be used in levying school taxes on the property of public utilities, so that the rate used would represent a true average of the rates levied by the several school districts of a county, the general assembly could add that amount to local school revenues annually, thereby lessening by a similar amount the obligation of the state in the matter of school aid.

* Revised Statutes of Missouri, 1929, Sections 10029 and 10066.

ONE BODY of our citizenry remains immune from all blame and responsibility in the difficulties with which we are faced and must be held in special guardianship during the period of readjustment. I refer to the children Public machinery directed to the protection of childhood, such as public health, welfare agencies, educational systems, should be the last to be effected by measures of economy Let us everywhere be on guard against any retrenchment which pinches the young.—Walter S. Gifford, Director, The President's Organization on Unemployment Relief, November, 1931.

Facts from Department of Education Bulletin

THE JANUARY number of the Department of Education Bulletin is made up of valuable data bearing on problems of legislation. No specific law is suggested but the material is of such a vital character that it must be considered in relation to any law bearing on the financial problems of the schools.

Two vital problems are dealt with, viz.:

The Old and New Systems of Apportioning State School Moneys in Missouri and the Increased Service of the Public Schools in Missouri.

In Part I in which there is a presentation of problem one, comparisons are made of three factors, namely:

- 1 The 1931 payment of state school moneys under the old laws.
- 2 The 1932 payment of the state school moneys, based upon 50% of the apportionment guaranteed under the new law.
- 3 The estimated payment in 1932, had the funds of that year been apportioned under laws which prevailed in 1931.

These three factors are compared by counties on the basis of rural and high school districts combined, on rural districts, and on high school districts. The facts are presented in both tables and graphs with minimum discussion.

Immediately following the aforementioned comparisons by counties, summaries for the state as a whole are made of facts pertaining to four factors, all of which are vital in determining the amount of the public school moneys both local and state, namely:

- 1 The old and new apportionment laws compared as to uniformity and equitability.
- 2 The effect of the new apportionment law upon school levies.
- 3 The effect of decreased assessed valuation upon reduction of school levies.
- 4 The shrinkage in the amount of state school moneys over a three-year period.

Part II of this report deals with the second problem to be considered namely: A presentation of facts which depict the increased service of the public schools of Missouri during the last twenty years.

The facts presented are measurable and are comparable over the twenty-year period. The two major factors considered are:

- 1 The enlargement of courses of study and progress in preparation of teachers.
- 2 The increased holding power of the schools and the increased enrollment in the high schools.

The treatment of the problem presented in Part I dealing with the Old and New Systems of Apportioning State School Moneys in Missouri, was made by George B. John, Director of Finance; Dr. R. L. Garnett, Statistician; and D. C. Rucker, Director of Research.

The treatment of the problem presented in Part II dealing with the Increased Service of the Public Schools in Missouri, was made by Dr. C. A. Phillips, Professor of Education in the University of Missouri, and D. C. Rucker.

It is frequently true that when we find ourselves in a disadvantageous position, our first reaction is to lay the blame on the most recent change in our machinery, or *modus operandi*. This is what has happened in the minds of many people with reference to our schools. We have passed a law changing the method of apportioning state school moneys. We find our schools in a worse financial situation than before. We quite naturally jump at the conclusion that our worse condition is due to the change made in the method of apportionment. A careful examination of the facts show, however, that the new method is not to be blamed. Quite the reverse is true.

This bulletin on page three points out the following facts: Under the old law special claims of districts favored by the old law (comparatively few in number) would have absorbed all the state moneys distributed in 1932 except \$645,276. This would have been all the money left for general distribution, which is only 36% of the teacher quota, with nothing at all left for the attendance quota. Applying these figures to Audrain County, for example, we find that while she received from the state school moneys in 1931, \$14,472, she would have received under the old law in 1932 only \$6,793, whereas her entire quota under the new law is estimated at \$25,653. There are in fact twenty-six counties which receive less money than they would have received under the old law. These losses range from 2% in Dade County to 47% in Pemiscot. It will be observed that these counties are those which contained consolidated schools which under the repealed law were given prior and preferred claims on the state school fund regardless of the general needs throughout the state as a whole. There are eighty-nine counties and the City of St. Louis which received more money from the state school fund than they would have received under the old. One county, Webster, received practically the same. These gains range from 1% in Douglas County to 759% in Osage County.

The following table sets out the facts for each county. A fourth column printed in the Bulletin and showing percentage of increase or decrease the 1932 payment is of the estimated 1932 payment under the old law is omitted here. Read the table as follows: Adair County received from the state distribution of school moneys in 1931, \$21,021. In 1932 she will receive on the basis of a 50% payment of the legal apportionment \$29,096. Had the old method of distribution prevailed in 1932 she would have received \$14,703. It may also be

noted the 2 times the second column represents the amount she would have received had the revenues been sufficient to pay what the law provides.

TABLE J
THE DISTRIBUTION BY COUNTIES OF STATE
PUBLIC SCHOOL MONEYS TO ALL SCHOOL
DISTRICTS IN 1931, IN 1932, AND THE ESTI-
MATED DISTRIBUTION IN 1932 HAD THE
OLD APPORTIONMENT LAWS
CONTINUED.

County	1 1931 apportionment. (The total amount paid.)	2 1932 payment on all claims based upon a 50 per cent payment of the apportionment.	3 The estimated apportionment in 1932 had the old laws continued.
Adair	\$21,021	\$29,096	\$14,703
Andrew	9,588	21,564	3,919
Atchison	11,089	20,087	4,427
Audrain	14,472	25,653	6,793
Barry	79,465	65,300	81,314
Barton	18,886	35,613	14,757
Bates	16,705	47,923	8,583
Benton	13,360	20,940	9,444
Bollinger	27,434	35,333	25,445
Boone	26,228	56,639	13,905
Buchanan	59,893	59,624	25,979
Butler	56,316	60,423	55,577
Caldwell	10,161	28,071	5,152
Callaway	12,859	39,989	6,645
Camden	34,718	26,749	35,146
Cape Girardeau	34,485	48,782	24,536
Carroll	13,509	28,196	6,962
Carter	17,564	12,997	18,366
Cass	15,569	40,509	7,774
Cedar	18,596	34,511	16,657
Chariton	14,840	36,695	7,001
Christian	52,910	45,596	58,121
Clark	8,896	20,054	5,008
Clay	23,473	40,693	9,971
Clinton	10,224	20,961	4,151
Cole	14,294	28,536	6,507
Cooper	13,797	31,843	8,008
Crawford	36,026	34,301	34,878
Dade	19,089	30,741	16,250
Dallas	36,932	37,012	33,029
Daviess	16,233	33,154	24,362
DeKalb	9,874	24,548	5,695
Dent	27,000	31,104	24,401
Douglas	53,630	52,676	52,274
Dunklin	142,857	103,086	161,522
Franklin	27,467	43,939	21,891
Gasconade	9,859	23,375	6,618
Gentry	8,833	30,144	3,708
Greene	77,284	123,097	53,979
Grundy	12,801	32,492	6,126
Harrison	14,113	43,475	6,632
Henry	18,345	45,433	10,778
Hickory	19,705	24,550	18,500
Holt	9,917	26,345	4,206
Howard	7,987	17,184	3,343
Howell	48,389	53,145	45,764
Iron	29,128	23,922	30,855
Jackson	323,848	301,299	154,022
Jasper	85,774	135,405	63,728
Jefferson	14,630	40,138	6,710
Johnson	12,354	31,141	4,530
Knox	9,036	20,243	5,672
Laclede	41,280	44,525	38,566
Lafayette	17,536	39,109	11,036
Lawrence	35,594	51,481	32,780
Lewis	8,041	27,971	3,028
Lincoln	10,425	28,929	5,838
Linn	15,379	50,851	6,453
Livingston	13,079	29,753	6,932
McDonald	57,398	41,321	62,777
Macon	24,091	44,241	16,741
Madison	28,099	27,014	26,167
Maries	17,157	19,293	16,012
Marion	20,996	46,576	12,016
Mercer	5,848	23,117	2,528
Miller	15,482*	30,841	12,354*
Mississippi	47,291	40,301	50,288
Moniteau	10,796	29,018	6,302
Monroe	9,088	27,157	5,414
Montgomery	12,257	29,879	7,484
Morgan	11,524	22,851	8,222

New Madrid	131,917	84,344	147,009
Newton	65,594	57,598	67,197
Nodaway	21,879	42,720	10,668
Oregon	49,940	41,734	52,061
Osage	6,119	24,588	2,863
Ozark	44,319	40,244	44,171
Pemiscot	161,323	98,287	184,842
Perry	10,222	16,517	7,374
Pettis	22,064	43,727	7,951
Phelps	38,174	44,358	37,613
Pike	13,841	34,049	7,028
Platte	10,024	16,107	4,468
Polk	41,692	55,455	37,622
Pulaski	41,368	39,886	43,603
Putnam	14,804	30,260	10,908
Ralls	7,469	23,427	3,472
Randolph	24,442	41,712	17,293
Ray	17,349	30,451	9,639
Reynolds	40,577	31,182	43,615
Ripley	44,502	35,324	45,081
St. Charles	8,286	10,543	2,853
St. Clair	18,793	40,407	14,582
St. Francois	46,482	65,081	32,641
Ste. Genevieve	4,197	9,084	2,175
St. Louis	138,612	135,575	62,969
Saline	17,208	34,663	7,403
Schuyler	10,010	21,151	6,730
Scotland	5,812	16,913	3,618
Scott	71,701	62,518	75,395
Shannon	55,906	37,816	58,715
Shelby	9,436	28,642	5,021
Stoddard	90,242	75,309	99,558
Stone	46,584	36,933	50,674
Sullivan	23,445	42,297	19,056
Taney	35,625	33,455	35,601
Texas	79,218	64,053	81,678
Vernon	23,102	45,699	14,154
Warren	8,473	15,130	5,397
Washington	40,169	29,995	42,508
Wayne	47,867	36,900	49,745
Webster	40,151	41,976	41,942
Worth	6,419	15,842	3,276
Wright	59,094	52,084	62,140
St. Louis City	328,634	310,017	172,518

*Bagnell excluded due to drastic change in valuation.

The same facts set forth in the preceding table are set out graphically in the Bulletin by plates which our space will not permit us to use.

RURAL SCHOOLS FARE BETTER UNDER THE NEW PLAN THAN DO SCHOOLS IN GENERAL

Table II of the Bulletin sets forth the same facts as shown in Table I, but with reference to rural schools only. This table shows that the rural schools of only one county in the State suffered a loss in school moneys due to the operation of the new law. One hundred thirteen counties show gains. Some received twelve to fourteen times as much as they would have received under the old law. This apparently excessive advantage is evidently due to the small teacher quota allowed to many rural schools by the old law and the fact that only 36% of that quota would have been available had the old method of apportionment prevailed. The following plates used by courtesy of the State Department of Education present graphically the facts set forth in Table II of the Bulletin which table we do not reprint.

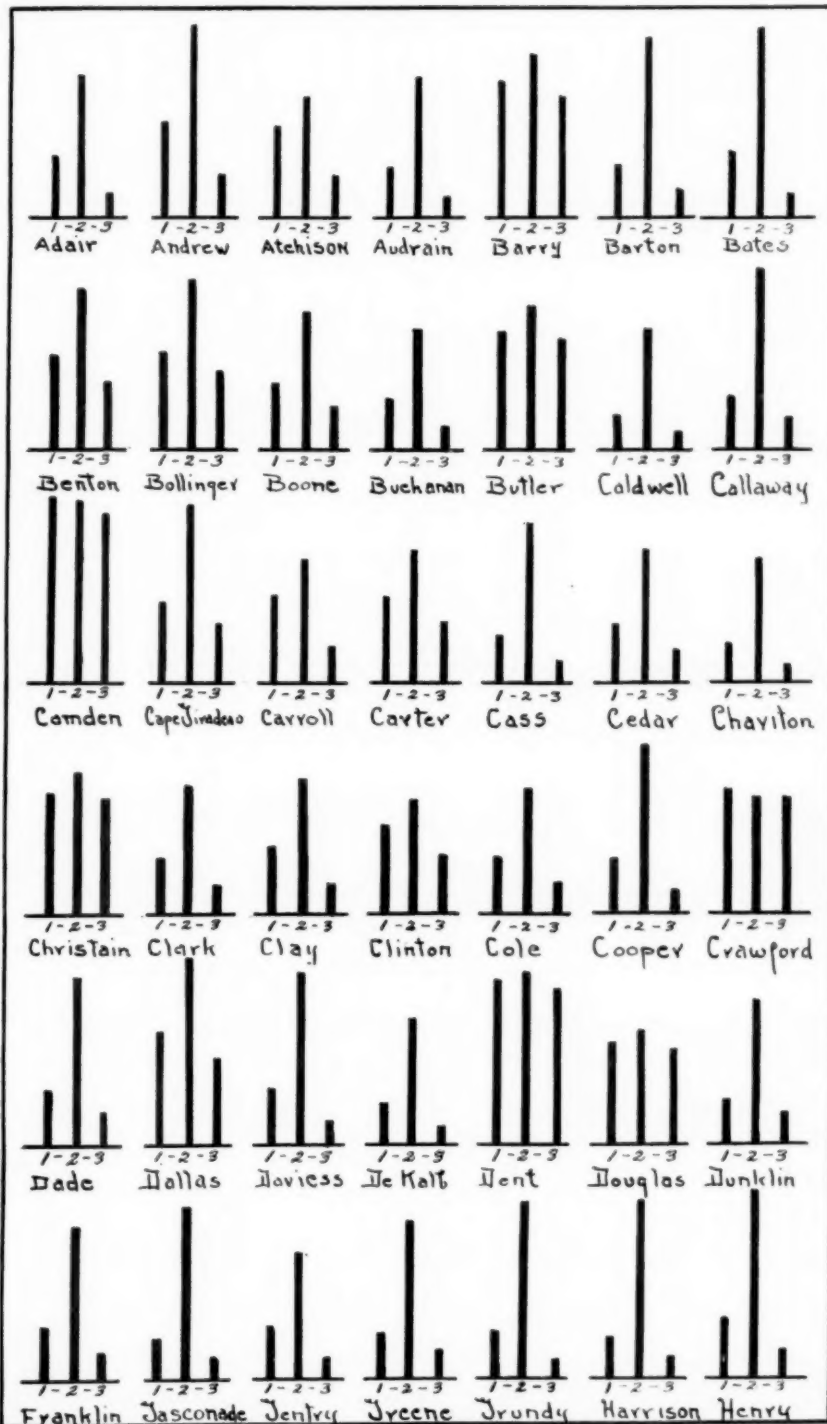
A COMPARISON OF THE DISTRIBUTION TO COUNTIES OF STATE PUBLIC SCHOOL MONEY TO RURAL DIS- TRICTS IN 1931, IN 1932 AND THE ESTIMATED DISTRIBUTION IN 1932 HAD THE OLD LAWS CONTINUED.

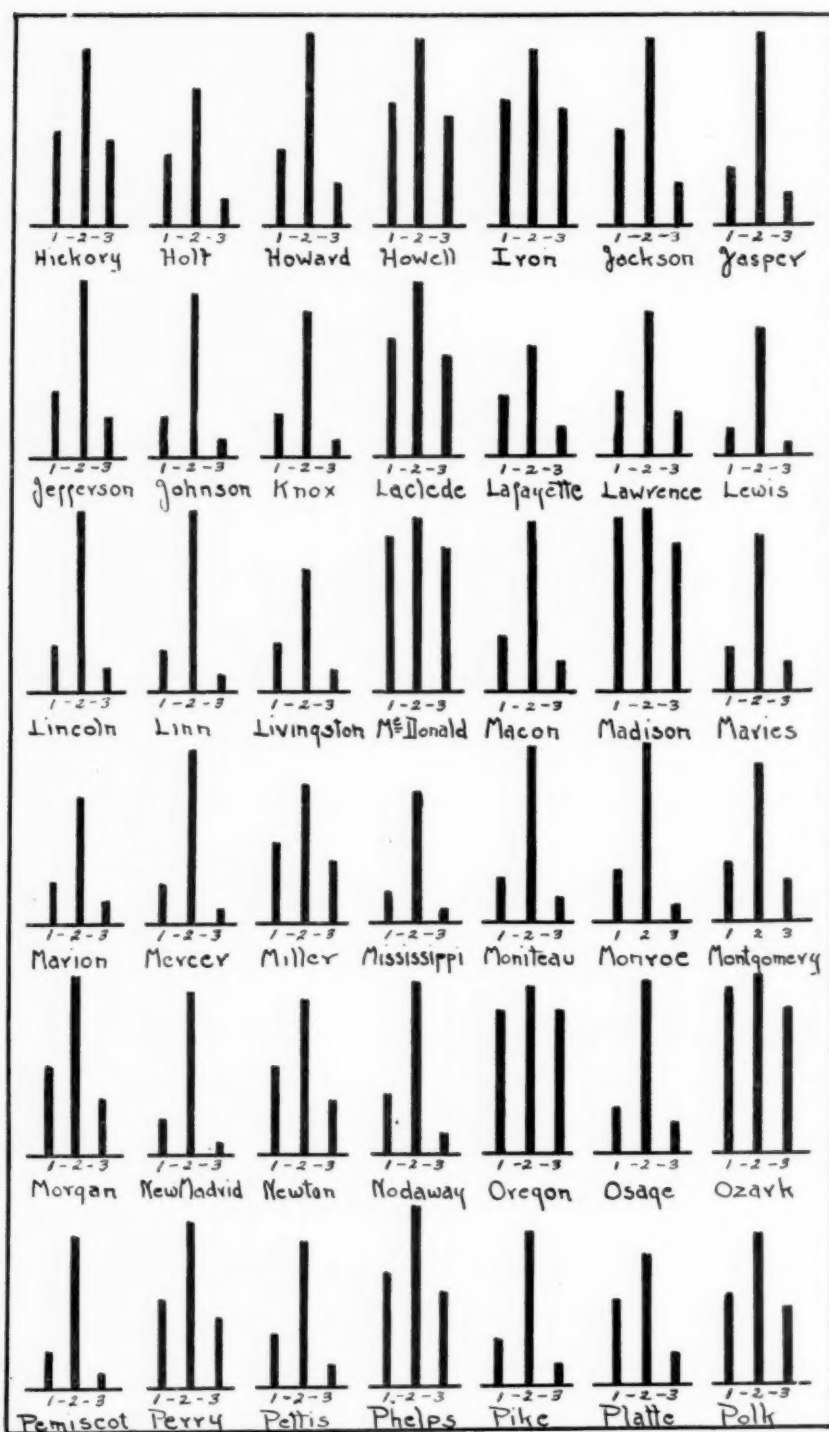
Key for interpretation of plate on next page
There are three bars, numbered 1, 2, and 3,
immediately above the name of each county.

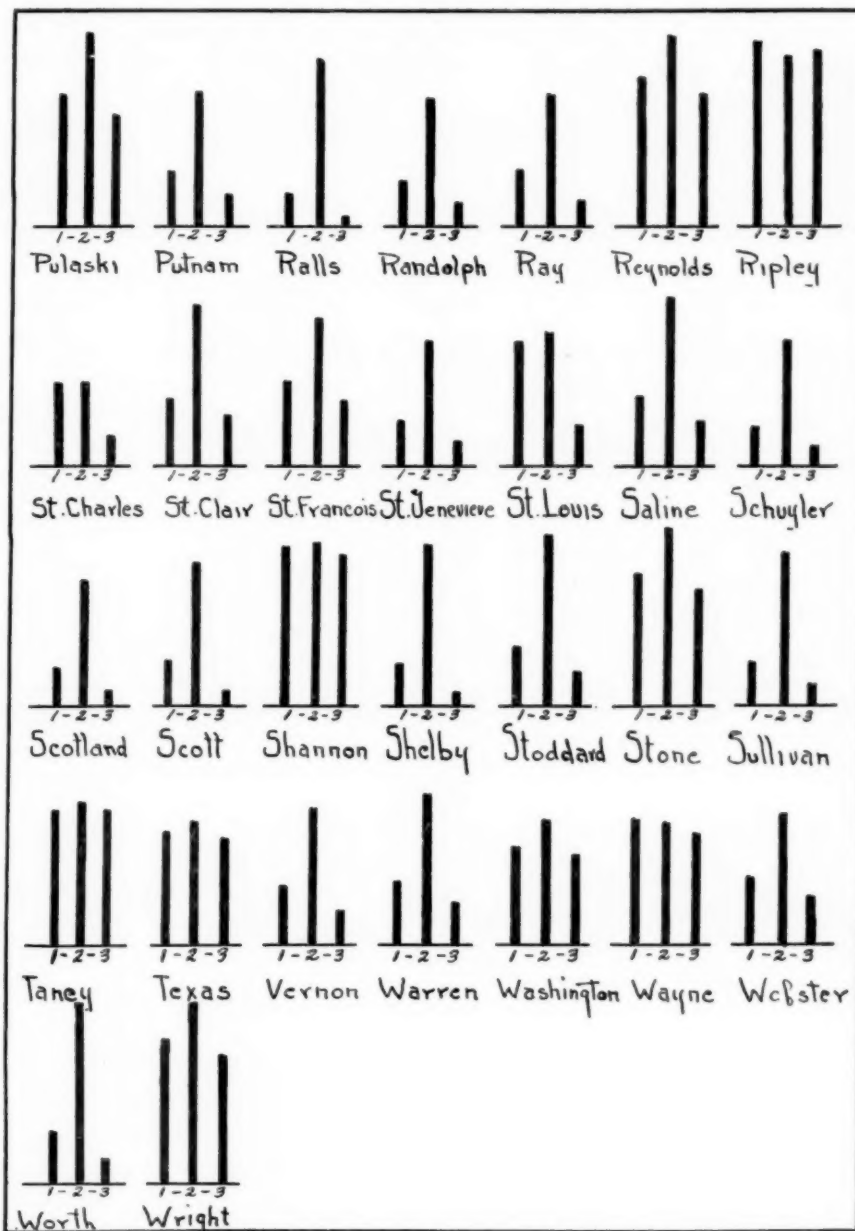
Bar number 1 represents the total 1931 apportionment to rural school districts.

Bar number 2 represents a 50 per cent payment of the total 1932 apportionment to rural school districts within the county.

Bar number 3 represents the estimated money that would have been apportioned in 1932 to rural school districts within the county had the old apportionment laws continued.







HIGH SCHOOLS FARE SOMEWHAT WORSE THAN SCHOOLS IN GENERAL

A third table shows for the high schools of each county, the 1931 apportionment, the 1932 apportionment based on 50% payment of the legal guarantee, the estimated apportionment in 1932 had the old method been in effect, and the percentage of loss or gain due to the new method of apportionment. This table reveals that high schools in thirty-four counties lost

as a result of the new apportionment, and that seventy-nine counties and the City of St. Louis gained, while one experienced neither loss nor gain.

The counties losing are counties which contained consolidations under the old law which had preferred and prior claims on the school fund. The losses range from 10% in Phelps County to 58% in Shannon County and the gains run from 2% in Butler County to 153% in Osage.

FORMULA FOR CALCULATING THE ESTIMATED APPORTIONMENT UNDER THE OLD APPORTIONMENT LAWS HAD THEY CONTINUED

A very useful formula which can be used in each district to determine how that district

would have fared under the old regime is given on Page 22 of the Bulletin. We reprint it below with the suggestion that it be applied to the facts in your district. The information will be interesting to taxpayers and may furnish a wholesome substitution for loose talk.

FORMULA

Estimated special state aid (Rural, Job, Wilson, or Consolidated	\$-----
(Use amount received last year as basis for estimating. In many districts state aids would have increased 5 to 10 per cent.)	
Teacher Quota:	
High School Districts—	
(a) Number of teachers, prin., supt., etc., employed at salary less than \$1,000—Apportionment allowance \$50 each	\$-----
(b) Number of teachers, prin., supt., etc., employed at salary of \$1,000 or more per year—Apportionment allowance \$100 each	-----
(c) Number of part time teachers—Apportionment allowance \$25 each	-----
Total	\$-----
Rural School Districts—	
(a) Average attendance less than 15—Allowance \$25	\$-----
(b) Average attendance 15 or more pupils—Allowance \$50 per teacher	-----
(c) Average 15 or more and salary \$1,000 or more—Allowance \$100 per teacher	-----
(Only one item to be filled for one-room rural schools.)	
Total	\$-----
Teacher quota (Rural or High School) \$----- times 36%	\$-----
(Only about 36% of teacher quota could have been paid.)	
Total apportionment (Special aid plus fractional part of teacher quota to be paid. Districts not entitled to special aid would receive only the 36% of teacher quota)	\$-----
(Nothing would have been available for attendance quota.)	

THE COMPARISON BY COUNTIES OF THE 1931 PAYMENT, THE 1932 ESTIMATED PAYMENT, AND THE 1932 APPORTIONMENT OF STATE SCHOOL MONEYS

"On Plate 4, see next page, there is presented a picture of the 1932 payment of state school moneys by counties, based upon a 50 per cent estimate of the apportionment guaranteed under the law, beginning with the county receiving the least amount and progressing to the county receiving the most. The plate also shows the 1931 payment of school money and the 1932 apportionment."

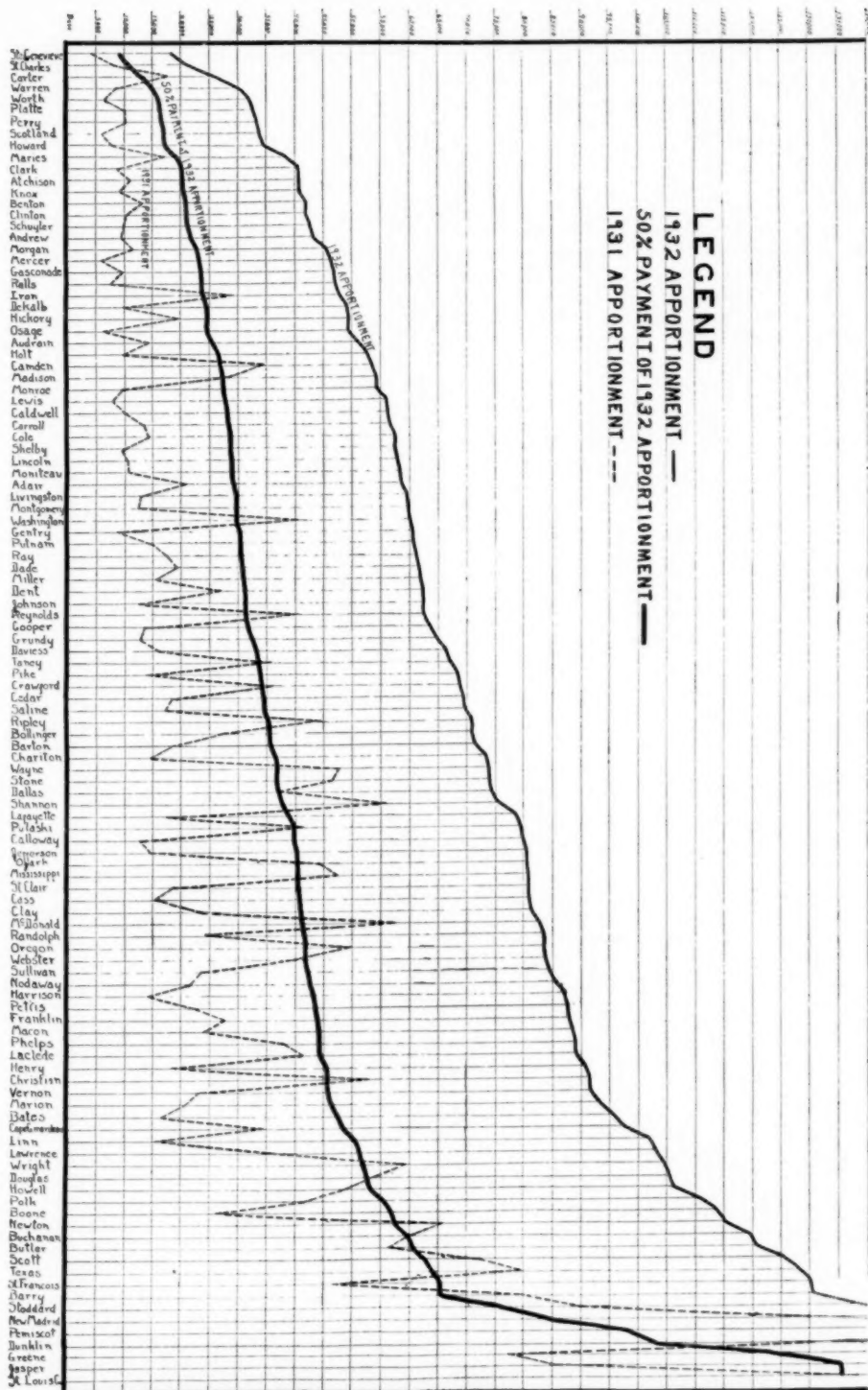
"It will be noted that the 1932 payment is greater for most counties than was the 1931 payment; however, a number of counties, all of which had priority claims upon the school moneys, received less on a 50 per cent payment of the apportionment than they received in 1931. The 1932 payment, based upon a uniform system of apportioning state school moneys, tends to equalize counties which are comparable in resources and number of children, the exceedingly high ones being lowered and the extremely low ones being raised. As

was stated before, most counties profited from the 1932 payment.

"The line on Plate 4 which represents the 1932 full apportionment as guaranteed under the new law, only 50 per cent of which can be paid, shows that every county in the state is guaranteed a much larger amount of the state school moneys than was received in 1931. Had the apportionment been paid in full, the schools in every county would have received much more from the state than they have ever before received.

PLATE 4

1931 AND 1932 PAYMENTS AND 1932 APPORTIONMENT



FINANCING SCHOOLS UNDER MISSOURI'S NEW SCHOOL LAW

Under the new law all school districts—approximately 9,000—participate in the state school moneys. The first apportionment last August under this law amounted to \$10,154,866. The first payment made on this apportionment was \$3,493,451, or approximately 35 per cent of the total apportionment. This represented all moneys on hand July 1, 1932.

The second payment will be made March 15, which will represent all school moneys coming in from July 1, 1932, to March 1, 1933. If the state's revenue for these eight months holds up to the receipts of the same eight months of the previous year, the state will be able to pay approximately 15 per cent more of the apportionment. In other words, the state will be able to pay only about 50 per cent of its total obligation under the new law this year.

What would have happened if the old school law had continued? Under the old law approximately 2,500 schools in this state were receiving special aid which was paid in full as a priority claim. If any money remained after paying the special aids, it was used to apportion the teachers and attendance quotas. The other 6,500 schools could expect only the teacher and attendance quota. In the 1931 apportionment the increased special aids almost completely wiped out the attendance quota. In other words, the 6,500 schools depending entirely on the teacher and attendance quota received practically nothing but teacher quota last year.

After checking our records we find the special-aid claims this year, if the old law had remained in effect, would have required about \$411,456 more, which would have reduced the teacher quota an equal amount. The state's revenue greatly decreased last year, which lowered the state school moneys in the amount of \$734,218. The \$411,456 increased special-aid needs, plus the \$734,218 less state school moneys, amounts to \$1,145,674, which would cut short the payment of the teacher quota an equal amount. The amount needed for teacher quota each year is approximately \$1,790,950. This amount, minus \$1,145,674, or the loss of revenue for this purpose, leaves only about \$645,276 to apply as a partial payment of the teacher quota. The state, in all probability, could not have paid more than 36 per cent of the teacher quota; therefore the 2,500 schools getting special aids would have received practically all the state school moneys, leaving the other 6,500 schools to receive approximately only 36 per cent of the teacher quota and none of the attendance quota.

Effect of the New School Law on School Taxes

On account of a more equitable distribution of state school moneys, many districts have been able to reduce the tax rate this year. According to records in the State Department, the chief tax reduction has been in the rural districts. If the state could have paid a greater percentage of the apportionment,

further tax reductions would have been possible.

Table 6 shows the distribution of the average tax rate by counties for 1931 and 1932. The distribution of these levies indicates a general reduction of tax rates for the year 1932. These rates are calculated on the basis of assessed valuations and not by the district average as is used by county clerks in ascertaining utility tax rates.

TABLE 6
DISTRIBUTION OF AVERAGE SCHOOL
TAX RATES BY COUNTIES FOR
1931 AND 1932

Tax rate.	1931 data frequency.	1932 data frequency.
30 -----	0	0
35 -----	0	2
40 -----	3	4
45 -----	3	5
50 -----	10	14
55 -----	7	9
60 -----	18	16
65 -----	11	10
70 -----	6	7
75 -----	7	3
80 -----	5	6
85 -----	10	9
90 -----	10	8
95 -----	4	5
100 -----	5	3
105 -----	4	1
110 -----	3	4
115 -----	0	1
120 -----	0	1
125 -----	2	2
130 -----	4	1
135 -----	1	1
140 -----	0	1
145 -----	0	0
150 -----	1	1
155 -----	0	0

Number -----	114	114
Median -----	74.3	68.5
Q ₁ -----	61.5	56.9
Q ₃ -----	92.8	90.3

"The general reduction of assessed valuations throughout the state was another factor which prevented school districts from reducing still further the school tax rate. In some cases these reductions amounted to twenty-five per cent, which means a loss of one-fourth of the school revenue from local taxes.

"In 1932 the assessed valuations of personal, real estate, and merchants decreased \$328,023,103. The merchants and manufacturers taxable valuation decreased about 18 per cent, which was 10 per cent greater than the reductions on personal and real estate. This decrease in assessed valuations, along with a small reduction in tax rates, caused a decrease of \$3,590,717 in school money from local taxes in the state. The decrease in tax rate for the state was 1.7 per cent, but if the assessed valuations had not been reduced the tax rate reduction for the entire state would have amounted to about 11 per cent.

SUMMARY

- 1 "Approximately 9,000 districts will participate in the apportionment this year. A little more than \$10,000,000 is needed to make full payment. The state probably will have only about \$5,000,000, therefore can pay only about 50 per cent of the apportionment. Two payments are made each year, one in September, the other on March 15. The first payment amounted to 34.4 per cent; the second will be about 15 per cent.
- 2 "Under the old law, about 2,500 districts received special aid, with a priority claim on the state school moneys. The remaining 6,500 districts received only the teacher and attendance quotas. The attendance quota was almost completely wiped out in 1931, on account of increased special aids and reduced state school money.
- 3 "If the old law had remained in effect the special aids would have increased about \$411,456 this year. This increase, together with the \$734,218 loss in state school moneys, would have cut short the teacher quota \$1,144,674, leaving only \$645,276 or 36 per cent to pay the teacher quota. The attendance quota would have been a total loss.
- 4 "High school districts which have received only the teacher and attendance quotas under the old laws will receive much more this year than under the old laws, had they continued. St. Louis, Kansas City, and St. Joseph will receive some less money this year as teacher and attendance quotas than in 1931, but if the old laws had remained in effect these districts would have received much less money than was received in 1931, or will be received in 1932.
- 5 "Rural schools in sixty-two (62) counties received almost nothing but teacher quota last year on account of increased special aids wiping out the attendance quota. These counties receive much more this year than in 1931.
- 6 "The new law provides a more uniform and more equitable means of distributing the state school moneys. Under old law the different classes of special aids—Rural, Job, Wilson, and Consolidated—lacked uniformity in method of calculating special aids for equalization.
- 7 "Eighty-three counties receive more money this year under the new law than in 1931, only 32 counties receiving less. If the state could pay the apportionment in full, all counties would receive much more than in 1931.
- 8 "Rural schools in only five (5) counties show any decrease in the amount of money to be received this year. This decrease will be very small.
- 9 "A large percentage of consolidated districts will receive less this year than in 1931 on account of receiving only a pro rata share of the apportionment the same as all other districts in the state. Under the old laws these districts received a priority claim with full payment.
- 10 "The more equitable distribution of school moneys has made it possible to reduce school taxes an average of 1.7 cents for the state. If taxable valuations had not decreased, the reduction would have been equivalent to 7 cents. If the apportionment guarantees could have been paid in full this year it would have been equivalent to a school tax reduction of 13.2 cents for the amount which cannot be paid.
- 11 "Assessed valuations of personal, real estate, and merchants decreased \$328,023,103 in 1932. School money from local taxes decreased \$3,590,717 this year.
- 12 "The state revenue from the various sources has gradually decreased over a three-year period. There was a decrease in the general revenue funds of approximately 2.6 millions from 1930 to 1931 and a decrease of approximately 2 millions from 1931 to 1932. The decrease over the three-year period was approximately 4.6 millions.
- 13 "A study of the sources of state revenue discloses a decrease in the amount received from 18 sources and an increase in 10; that the magnitude of the items which have decreased is relatively much greater than that of the items showing increases, the resultant of which shows a large decrease.
- 14 "The State Public School Moneys fund receives one-third part of 28 of the 33 sources of state revenue. Of the 28, there are five chief sources, namely: Inheritance Tax, Corporation Franchise Tax, County Foreign Insurance, Income Tax, and County Collections. These constitute 93.45 per cent of the state school moneys fund. The other 23 constitute a total of only 6.55 per cent.
- 15 "The five sources listed have decreased \$4,423,336.97 from June 30, 1930, to June 30, 1932.
- 16 "The Inheritance Tax has decreased from \$4,063,206.14 on June 30, 1930, to \$1,724,987.54 on June 30, 1932.
- 17 "The chief sources of state revenue, of which the State Public School Moneys fund is one-third part, have materially decreased each year for the past three years until the state is unable to pay the full guarantee as had been anticipated.
- 18 "The increased revenue into the public school fund as a result of the new income tax law will not materially increase the school fund under existing conditions.

THE INCREASED SERVICE OF THE PUBLIC SCHOOLS

The second problem dealt with in the Bulletin is that of "The Increased Service of the Public Schools". Seven tables and six graphs set forth significant facts showing how the services have increased. We reprint only the summary of this division.

SUMMARY

A—First-Class High Schools

The number of first-class high schools increased from 125 to 661, an increase of 429%.

The enrollments in first-class high schools increased from 26,116 to 124,195, an increase of 376 per cent.

The number of graduates in first-class high schools increased from 3,229 to 22,289, an increase of 590 per cent.

A comparison of the enrollment with the number of graduates in first-class high schools indicates a greater holding power of these schools. In 1910, one out of every eight enrolled in high school, graduated. In 1931, one out of every six enrolled, graduated.

B—Elementary Schools

In 1913, the number of pupils enrolled in the elementary schools of six-director districts was 297,161. In 1931, the number had mounted to 337,430, an increase of 14 per cent.

The graduation-enrollment ratio in 1913 was 1 to 20. In 1931, this had changed to 1 graduate to every 10 enrolled.

C—Elementary, Rural and High School

There has been a decided increase in the number of schools lengthening their terms. In 1913, only 54 per cent of the districts had terms of 8 months or more. In 1931, 90.1 per cent had terms of 8 months or more.

The total days' attendance in grades 1 to 12 has increased rapidly since 1913. In 1913,

this amounted to approximately 79.5 millions. By 1931, this number had mounted to 106.3, a growth of 34 per cent.

D—Enumeration—Total Days' Attendance Ratio

The total days' attendance has greatly increased since 1913 even though the number enumerated in 1931 is several thousand less than in 1913. This indicates that while there are fewer potential pupils, the public schools are rendering more service per pupil now than in 1913, which more than equals the loss in number of pupils.

E—Training of Teachers

In 1921, 6,968, or 32.3% of the teachers taught on certificates requiring no high school work. 7,150 or 33.3% taught on certificates requiring only high school graduation. Combining these two items, 14,118 teachers, or 65.6% of all the teachers in the state were teaching on certificates which required no college training, and only 6,246, or 29.4% had certificates requiring as much as 60 semester hours of college credit.

In 1931, in marked contrast to that, there were only 1,765 teachers, or 7.3% without any college training. Of this number 1,709 were in rural schools.

16,872 teachers, or 69.8% had two or more years of college training.

Most significant of all, 7,608, or 31.7%, had more than 120 hours of college training, which means at least a Bachelor's degree.

SAGE OF MOUNT VERNON

(Arranged to be sung to the tune,

"Glorious Apollo")

Sage of Mount Vernon, thou consummate leader
Visioning future glories past our ken
Nobly you weathered storms' fierce flagella-
tions,
Fending each shock with your sword or your
pen.

Chorus:

Songs ever living, voice our thanksgiving,
Tributes in chorus rise from shore to shore.

Deeply you laid our national foundations
While you enhanced America's renown;
Humbly you ruled as president of freemen,
Proudly refusing the sceptre and crown.

Chorus:

Spirit of him we honor as a father,
Lead our fair nation surely to the light;
Teach us again the godliness of honor,
Fire us anew with a passion for right.

Chorus:

—C. H. Nowlin

Machine Age Morals

TO SAY that we are in the midst of moral chaos is to state of course a truism. When Tomorrow undertakes to write the record of these early 1930's, I think it will choose no lesser word than the word 'revolution.' It is a revolution in industry, in society and in morals.

War, Youth and Prohibition

There have been many, many easy explanations given as to why we are in this moral disturbance. There are some who tell us, for instance, that it is all due to the World War. That the World War unsettled life and that we haven't yet got back into the traditional routine. I think we do well to remind ourselves that the World War did not change human nature. It simply revealed to us what an unchanged human nature could do in this high-powered changing environment. So I think we can't blame all the troubles on the World War.

There are others who for the last few years have been telling us all our moral troubles are due to the waywardness of young people and we had for a long time a discussion of the so-called Revolt of Youth. Those interpreters told us our task as preachers, teachers and parents was to go around as sort of fire extinguishers for flaming youth, which is rather a futile business and a very unpopular business.

No, our young people are not producers of our moral situation. They are rather the products of it.

Then we have a third group today who tell us, and many of them most honestly, too, as they think, that all our moral disturbance is due to the passage of a certain prohibition law a few years ago. I am not here tonight to discuss prohibition. We hear down in New York that prohibition does not bother Missouri much anyhow. But it seems intelligent to me to say this, that if as the critics of prohibition say, that the passage of that single law did not make the country good, by the same logic you could certainly say that the repeal of a single law will of itself not make the country good. Whatever our views on that subject may be, for or against it, we are intelligent enough to know, it seems to me, that you are not going to change the whole moral landscape by any single law.

The Machine Age

No, if we are going to get at the root of this moral problem, it seems to me we have to go back to the beginnings of the machine age. I wish I could make it briefer. I wish I could construct it as the boy constructed his

biography of Benjamin Franklin. The boy was asked to write a biography of Franklin and make it short. So he wrote it like this:

"Benjamin Franklin was born in Boston and moved to Philadelphia. He was a poor boy. He was walking down the street one day and a young lady saw him and laughed at him. He married the young lady and discovered electricity."

If I could construct this analysis tonight like that boy did, I am sure it would be far more electrifying to you, but inasmuch as we are teachers we ought, perhaps, to be a bit more analytical; and because it is so apt may I state our moral situation in the form of two or three paradoxes?

Rise of the Machine

—The Fall of Man

The first paradox, as I see it, in our morals today is this: The machine age has given us a rise of the Machine at the same time that we have the fall of Man.

Now I need not dwell upon the rise of the Machine. You and I know that in the last 150 years we have had the machine age, but if you go back to that day when the steam engine was invented, you will remember it was the day of Voltaire and Rousseau and Thomas Paine. It was the day of our Declaration of Inde-

pendence. It was the day when we talked about the rise of Man. In that time we thought that man was so powerful that he of himself could master his own moral destiny. He did not even need God to help him. We bowed religion out of the picture pretty largely. Man was master of himself and his future. Then the steam engine was invented and that steam engine at first seemed to enlarge man's mastery over his environment, to give him more power, but very soon it was discovered



Ralph W. Sockman

Neither war, youth, nor prohibition is the cause of our moral slump, nor all of them together. They are but symptoms. The causes of the depression into which our age has fallen have their roots close to the machine which characterizes our civilization, according to Dr. Sockman who formulates his argument from five paradoxes:

1. *The rise of the machine and the fall of man.*
2. *Machines have made physical life easier but moral life more difficult.*
3. *Machines have brought a feeling of independence but a fact of interdependence.*
4. *Machines have given men more resources but less resourcefulness.*
5. *Machines have brought us closer together physically but made us further apart socially.*

Our problem is to make men the masters of machines; to make our man power equal to our horse power.

* A stenographic report of an address by Dr. Ralph W. Sockman, Pastor Madison Avenue M. E. Church, New York City, delivered before the Convention of the M. S. T. A. in Convention Hall, Kansas City, Mo., November 9, 1932.

that the steam engine was creating an environment that began to shake man's conduct and behavior.

So there developed during the first half of the Nineteenth Century a great study of economic facts to see how much our economic environment did condition our moral conduct. Then about the middle of the Nineteenth Century came Charles Darwin with his discussion of evolution and biology, ushering in a biological system of study tending to show how much our conduct is conditioned by our blood stream, our physical heredity.

Then at the close of the Nineteenth Century came Dr. Freud, ushering in what has been called the new psychological era, which tells us, in substance, that man is kind of a delicate microphone that registers the stimuli of his environment and that his conduct is shaped pretty largely by these external stimuli and these inner unconscious sides of his nature.

So you have the three great emphases—Economic, Biological, and Psychological, all tending to show how much man is shaped by these external physical forces. In other words, telling us that man himself is only a kind of machine. What you have then, is this: The rise of the Machine placed in the hands of men who think of themselves as machines.

Now I do not believe that our authentic scientists have bowed consciously our free will or character out of the picture, but what I do believe is this: There are certain popularizers of science who have got their ear to the keyhole of the laboratory just enough to hear a little of what is going on in scientific circles, and then they broadcast garbled reports in fiction, in drama and elsewhere to the boys and girls and to the parents of our communities. Take, for instance, a man like Theodore Dreiser, who was hailed, as you know, by many as the Dean of American Fiction. Theodore Dreiser wrote "The American Tragedy" a few years ago in which he took a boy from out here in the Middle West, traced his career through its sordid routine until he ended in the electric chair in my state of New York, and Dreiser traced that whole career of the boy on what has been called an animal theory of conduct. That is, he admitted the boy had ideals and emotions and fundamentals that were noble, but he said those ideals and emotions just flitted across his mind as the patches of sunlight flit across the autumnal landscape. He said what really were the driving forces of that boy's life were in his blood and in his environment,—an animal theory of conduct.

Or we have Mr. Mencken, who is a great man, who has been often quoted as saying that man is just a fly taking a dizzy ride on a gigantic flywheel—a definition I have often thought, by the way, Mr. Mencken does pretty well to illustrate himself. But there you are, "Man is just a fly taking a dizzy ride on a gigantic flywheel,"—or man just an animal and a machine, if you please.

That, I maintain, makes our first moral danger, these great mechanical forces in the hands of men who themselves think of themselves as machines. How we can be trapped! We can't check the study of economics, biological and psychological studies. We would not if we could; we could not if we would. But I think what we can do as teachers is this: We can give a comparable attention to those inner initiating forces of life which can help balance that attention we have been giving for a decade or two to those external conditioning factors of life. The reason that physical sciences have loomed so large in the public mind is because we have given such preponderant attention to them. Now can we as teachers give a comparable attention to the things of spirit or consciousness? Call them by old terms or new ones, if you please, but it seems to me that is the first way of meeting the first paradox of our moral situation. We have the rise of the Machine and the fall of Man.

Life Easier Physically, but Harder Morally

Now the second paradox is a bit simpler and more concrete. It is this: The Machine Age has made life easier physically, at the same time harder morally.

When I say life is easier physically I am not forgetting of course, that there are certain factory conditions in this country that are veritably enslaving in some places and I am not forgetting either that there are still children in America under the blinding shadow of child labor, but, by and large, life is easier for us than it was for our forefathers. Our hours of course are shorter, our houses are more comfortable, we have more conveniences. In fact, we have organized our life somewhat as the Harvard student said he had arranged his courses for the semester, when he came back after signing up, and said to his roommate with a twinkle in his eye, "I am lucky this term. I haven't got a class before ten o'clock in the morning or up more than one flight of stairs!" We have arranged our courses on a somewhat easy fashion, as a friend of mine said who was up in Maine a year or two ago and there saw a Maine camp advertising its summer outing with this interesting caption, "Roughing it Smoothly"—whatever that means, that is what we want. We want even to rough it smoothly. We want everything made comfortable and we are getting it and we can't stop that.

But what does that do for us morally? This is what it does: It gives the boy or girl, the man or woman today a longer leisure and unspent physical power which have to be controlled. That old farmer and artizan who worked the twelve hours a day came to the end of his day tired in body, wanting rest and quiet and solitude. When the modern office worker or factory worker comes to the end of his day now, he may be tired in nerve because of life's strain, but he is not tired in

body. What he wants is not rest and quiet and solitude. He wants excitement, he wants thrill, he wants entertainment.

If you want to get the contrast between the old day and this just stand out some afternoon at five o'clock on one of your main corners in Kansas City and try to repeat Grey's "Elegy in a Country Churchyard" and see how it sounds. Listen to those first lines:

"The curfew tolls the knell of parting day
The lowing herd winds slowly o'er the lea,
The plowman homeward plods his weary way
And leaves the world to darkness and to me."

There isn't one item of that fits in Kansas City or New York City or any town of one thousand people today. We don't want rest and quiet and solitude at night. We want excitement and thrill. That, I maintain, gives a harder moral problem for us all.

What is more, modern life has been gradually transferring people from country to city. Now on the farm marriage came early because children were an asset on the farm, but under city conditions marriage is postponed. Because of the cost of living children often are thought by many to be almost a prohibitive luxury, with the result you have added strain put on these physical controls of ours and oft times chastity and virginity are thrown to the winds. All these things, in my opinion, are making a harder social problem for us than our grandfathers had.

How will we meet this second paradox? It isn't enough, my friends, for you as teachers, for us as parents and ministers, simply to tell our children what they must not do. Mere prohibitions are not going to meet this lengthened leisure of ours today. We have got as teachers to throw ourselves into some of those constructive social community programs which are designed to handle the leisure of our pupils, our parents and what is more, we have to face very seriously this question of adult education.

In my opinion, with all respect to what will be said in this series of programs, the most pertinent problem of education today is not what goes on in the classrooms; it is rather this adult education. But it does affect you because unless you in the classroom give to those pupils a passion for study that will keep them studying after they get out, adult education is going to have a hard time of it. I wonder if our adults today do much constructive cultural study of any kind. I just wonder if many people weren't educated, as I think I was, on what I might call the cistern method of instruction. That is I kept my mind more or less open during the semester to catch the ideas that dripped off the eaves of the professors' minds. At examination time I dropped a paper down to see if it got wet; sometimes it got wet and sometimes not so wet, depending upon how much factual data I had remembered. But what good was that, if I had ninety-eight per cent, all of it? If all my education amounted to was the collecting of factual information and I didn't tap

those artesian springs of real passionate study, my education was a failure, for then I would be, what so often we find, a man with a college degree who at forty-five is mentally drier than many who never went to college. I know many like that and so do you. Their education ended when they finished with their degree.

Why, I often think if I hadn't studied at all since I left college, and there are some people who think I haven't, but if I really hadn't, I couldn't keep mental company with my thirteen year old boy today, for that boy talks about things that weren't talked of when I was in college twenty years ago. He talks about vitamins, for example. So far as I can recall the old boarding house where I ate in college, there were no vitamins in the food. Boys of his age today are talking about Einstein. Well, living in New York I know some Einsteins all right, and some good ones too—some very good ones—but not the relativity group. I wouldn't know what that boy was talking about on the basis of a college degree gained twenty years ago, and I sometimes wonder if we parents were honest we wouldn't have to admit one reason our homes fail to hold our children in the evening is just because we parents haven't kept mentally abreast of those growing minds. We are not holding them as comrades.

No, the faster life moves, the more quickly out-of-date education becomes. Unless, therefore, we can help lead our community, the parents as well as the children, in those cultural, social, community activities that will keep their minds stimulated, we will not meet this second problem which is that life is getting harder morally while it is getting easier physically.

The Spirit of Independence—The Fact of Interdependence

And there is the third paradox of our moral situation. It is this: We have today a growing spirit of independence, at the same time a growing fact of interdependence.

I need not tell you teachers there is a growing spirit of independence. You know it even better than I. In all the schools and colleges to which I go, I should say the spirit of independence was so marked that you could say that the trend was toward Sovietism of Sophomores rather than a Facism of Faculties, if you will forgive me the expression. But the Sophomore spirit wants to run things. We want liberty in the school room and the old schoolmaster attitude of handing things down whether they be facts of information or rules of conduct, that just doesn't go today. You know that. This is the day of the objective method, fellow seekers after Truth!

Ah, we say, "Let the parents guide those children, tame their freedom loving spirits." But we parents know that spirit of freedom gets into the nursery somehow. Just let a father stand up and assert his paternal authority and say, "I will show this boy how he must behave." That boy is pretty likely to show his father just about how he must not be-

have. Somehow they seem to resent any paternalism in the home. I am quite a believer in democracy in the home. I haven't quite come to believe, however, that the nursery is the place to put into practice the Jeffersonian doctrine of pure democracy that guarantees the right to small boys to govern themselves. I somehow feel there ought to be an aristocracy of elders somewhere along the line. But if the home is to be a true home today it can't be a Paternalism of parents nor can it be a Bolshevism of children. It must be a partnership of free minds in which the experiments of the younger are supplemented by the experience of the elder. We have to have a recognition of freedom in the home.

Ah, we say, "Why do not you ministers tame this freedom loving spirit?" We are up against it just as much as you are. We can't stand up on Sunday and tell our people what they must do and expect them to take our word for it as if we were oracles. We still have some members who look to us as that but not many. I had an illustration of one in my congregation sometime ago.

It happens we are trying to build a new church in my parish and move it from Madison Avenue to Park Avenue. Consequently we have to change the name of the church. When that problem arose there was a committee appointed to select the name. The committee drew up a list of five names then left an extra line or two and sent out a questionnaire to the congregation asking them to vote on the desirable name. One lady wrote back this interesting letter to me. She said, "This questionnaire of yours is just another illustration of the weakness of your ministry." She said, "You are our shepherd and you ought to tell us what to call the church and not be asking our opinion about it, just as when you preach on Sunday you ought not to end up your sermon as you do saying, 'This is what I believe; take your choice,' you ought to say, 'This is what you must do, and must say, and must believe.'"

Well, I confess that is just the way I would like to preach to my congregation, but while I am the shepherd of that flock I have never quite felt they were sheepish enough to take my leadership and they wouldn't. They would walk out on me intellectually if not physically if I talked to them like that. They recognize and we must recognize that there is freedom even in religious circles.

A year and a half ago we closed one of the larger newspapers, the New York World. After that event there were several explanations given as to why the New York World closed. One very interesting one was this. It said the New York World failed to hold its readers because it emphasized its editorial page to the neglect of its news columns, for, said the critic, the public wants to know what is going on in the world but doesn't want to be told what it must think about it. Rather impressive criticism. The public likes to think, to think for itself. There may not be much

evidence of that fact but we have to respect the illusion at least.

We are in an age which loves freedom. Does that mean, therefore, we can't have moral instruction? There are some people who say it does. There are some people who say we shouldn't try to give any moral guidance, just let people experiment in any realm they please. I can't go with them on that and I don't think we have to go, for I believe that in this fact of interdependence lies our cure. This interdependence today is so marked that fashion is more powerful now than it ever was before. What we call atmosphere was never so subtly penetrating as it is today. If, therefore, we could take moral instruction out of the realm of the kind of piety to be preached down at people into a kind of style of living to be lived in the midst of people, I think they would catch it in this day of freedom. I think I saw a good illustration of what I am describing last September in a New England college.

I was invited to preach at the first chapel of this college year in this school to which a new president had just come, a president drawn from the ranks of the business world but an up-standing, fine looking man whom they respect. His first address to the chapel given during the week was still echoing on that campus, and the thing in it that was still catching their minds and conversation was this: The president said to those boys, "I hate rules myself, but," he said, "there are certain conventions that gentlemen everywhere observe. We will observe those conventions on this campus."

Now what caught the boys wasn't that he changed the old unpleasant word of "rule" to the word "convention," but it was that he himself was such an admirable exposition that needed no argument. I venture to say that you can point in almost any school represented here tonight to certain characters who stand in that school as our Master stood once, not trying so much to reform people in preaching down to people, but just living out what they preach, what they teach.

In my opinion that is the only way we are going to get moral instruction across in the face of this third paradox which is that: We are getting more independent in spirit and more interdependent in life.

More Resources and Less Resourcefulness

Now a fourth paradox I mention is this: The Machine Age has given us more resources and yet given us less resourcefulness.

About two years ago I was invited to the National Recreation Congress at Atlantic City. I went down into the basement of the hotel to look at some of the paraphernalia of modern playgrounds. I was perfectly amazed at the equipment now available for modern youths' play. But as I looked at it I couldn't help but contrast a little bit that situation with Whittier's Barefoot Boy, with his up-turned pantaloons, with his few homemade playthings, yet, according to Whittier, there

were just about as many merrily whistled tunes in that day as now—and that was before whistling was thought to be the mark of a moron. They whistled then because they were happy. It made me wonder whether with all our modern equipment for play, modern youths are getting more out of it than the old barefoot boy of Whittier's time. If we ask it about the boys and girls we ought to ask it about the parents. Are we with all the things we have getting much more out of life than the old pioneers who came out here with covered wagons and settled this great commonwealth here of the West? I wonder about that, too. I only go back to my own boyhood days. I can recall how many evenings we spent by the fireside in Ohio, in the country—mother with her book or her work, father with his paper, my sister and myself with our school books. We made an evening out of those few things, and those evenings by the fireside were just about the greatest moral supplement to the school room ever invented. How many evenings by the fireside in Kansas City and New York today? I just wonder.

In New York they either let the family out by auto or let the world in by radio. We just can't sit down by ourselves and make an evening of it. We aren't resourceful enough to do it. If we want to have conversation in New York we say, "Let's jump in the car and go for a ride." Even our conversation has to have a kind of motor accompaniment to have effect. We just can't make an evening of our own recreation. That same thing runs through life with the result that instead of being able to make much out of few things or little things, we just chase after many things. We are chasers after the last thing rather than cultivators of the lasting things of life. And that is one of our greatest moral problems, for what it is doing is this: It is making us a generation of spectators which requires ever more types of amusement. And where that is going to, I do not know. But you know and I know it is going very dangerously fast.

When we go to Rome and look at those ruins there are two things catch my eye in contrast. There is the Forum yonder and right over a little mound is the Coliseum, just a few rods apart but a whole era in culture between them. What was that Forum? The Forum was the place where the people in the simple days of the Roman Republic met and listened to men like Cicero and others and then went out to shape the civic and social life of Rome.

What was the Coliseum? The Coliseum was the thing, the great tile upon tile city, built in the effete days of the Empire when the people no longer participated in life but were simply spectators to be entertained with circuses. And I wonder in America if we may be transferring ourselves from the Forum state of a vital democracy to the Coliseum stage of a mere spectatorship. If we do we are lost. Isn't that about what we are do-

ing, building ever larger stadiums for recreation where the thousands can see the few participate? Isn't it a fact in the after-school life the professionals participate?

In politics the great political machines manipulate whole cities like New York and Chicago, while the millions of us sit on the sidelines and let them do it. In religion, building ever larger churches where we hire choirs to voice our emotions, and preachers to preach our sermons, and evangelists to recruit our membership while the laity just simply sit back and pay the bills, and some just sit back. There you are. And professional propaganda! I have often thought religion could be defined today as professional propaganda, financed by silent spectators. When it gets to that, the thrill is gone out of it.

We know this, do we not, that the thrill of anything, whether it is recreation or art or work or religion, the thrill comes when we are participants in it. I recall my old high school chemistry, I didn't think much of chemistry as long as I was simply taking lectures. I came to enjoy chemistry when I was sent into the laboratory and told to perform some experiments. I blew up some test tubes, burnt my fingers, but came to find a certain thrill in chemistry. I found precisely the same thrill when I went to New York and watched the study of medicine. I lived in New York with medical students and noticed for the first few years of the medical studies that the students found them pretty tiresome. Every once in awhile a student dropped out of the course; the taking of lectures was deadly. But the last year in medicine the student was sent to the hospital, given a clerkship. Later he was made an intern, given some patients to practice on. Then some of the patients dropped out, of course, but the medical student stayed on because he had learned the thrill of the first hand practice of medicine.

I believe, my friends, that one reason so many of our youths drop out of their secular education before they are far enough along, and out of their religious education before they are far enough along, is that we somehow never succeed very well in getting them over from the lecture stage to the laboratory stage of life. Unless we can become participants we are not going to solve this moral situation. Miss Riggs was telling here tonight a thing I think is possibly happening and promises much hope, and that is this, in the day of depression our children are beginning to find how much they can make out of simple things. Who wasn't thrilled here tonight to see these 400 boys on this platform showing how we can dramatize music, and who will not be seeing in the days ahead the same thing done in art, when instead of sitting before a screen and simply seeing the persons from Hollywood put something on, we shall have little theatre movements all through our communities where we give expression to these dramatic instincts that are in us. That is the thrill and that is the thing we as teach-

ers must guide and participate in to get the thrill as they had it in the old pioneer days.

I sometimes think our trouble today is very much like the fellow who wasn't feeling very well and went to a doctor to have his case diagnosed. The doctor looked him over and said, "Why, fellow, you have chronic alcoholism."

"Well," he said, "I can't go and tell that to my wife."

"Well," the doctor said, "you might go home and tell her then you have chronic syncope."

That sounded better. So he went home and when he went home his wife said, "What did the doctor say was wrong?"

He said, "I have chronic syncope."

She said, "What does that mean?"

He said, "I don't know. Look it up in the dictionary."

So they looked it up in the dictionary and found it read like this: "Lively and irregular leaping from bar to bar."

That is a pretty good characterization of contemporary life,—lively and irregular leaping from this thing to that, with the result of a syncope style of living.

Now the fourth paradox, therefore, is we must meet this problem which has given us more resources and made us less resourceful. **Closer Together Physically—Further Apart Socially**

The last paradox of our moral situation which I mention tonight is this: The Machine Age is bringing us closer together physically and by the same fact oftentimes further apart socially.

When I say we are getting closer together physically I am again telling you a truism. The boys and girls in your schools can give to the Red Cross today and help suffering humanity around the world. No previous generation could ever do that. Through my radio forum in New York City, two years ago after a certain Sunday service, I got a letter from a listener in the Belgium Congo in Africa who had heard that service in the East, and the same service was heard, I learned later by letter, by a listener in Alaska on the West. From Africa and Alaska people hearing the same voice in New York City. Yes, we are getting closer together. But here is the sinister fact—the closer we get together the more conscious we become of our differences. Isn't that right?

There is race difference. We in New York are not much disturbed about the relations between the white and black so long as the black is in the South and the white in the North, but when they both get into Harlem, then we get nervous. Take sectarian differences. We aren't much bothered about other religious sects as long as we don't get close enough to them to feel any competition, but when they both get into the same political campaign some four years, some people in America got somewhat excited. Take economic differences. It doesn't bother me much

to read about a man who has many million dollars when I have only one—that is one dollar of course—but when I get close enough to it to see his fleet of cars and his yacht, then I confess my superiority complex gets working. The closer we get together the more sensitive we become of our differences.

I often think what has happened to our social landscape is pretty well symbolized by what has happened to Manhattan Island where I live. If you recall the old pictures of Manhattan Islands, it was a low lying, level place with a ridge of buildings four or five stories high. It generally averaged that sky line. Anyway, it denoted the democratic equality of the little city there on that island. Now look at that sky line! Great pyramids of stone sky scrapers, but along side those sky scrapers are what look like yawning chasms. If you are going to have sky scrapers you have to have some little buildings, area ways to give light and air. We have destroyed that democratic equality. Well, New York is still democratic, I guess, but unfortunately in a social sense we have destroyed the democratic nature of life, and you can't by any manner of professional charity bridge those social chasms.

We have got the task as teachers more than anyone else of bridging those social chasms just as our machine has bridged our geographical spaces. How will we do it? We say, first of all, of course give them more information regarding other groups, and sects, and classes. All right, that is the first thing. Let me ask you this question: Do you find that the mere giving of information about other religious or racial groups guarantees a brotherly feeling? Not always. Some of the most provincial people I know are the best educated technically, and the most widely read. Mere information isn't enough. Along with that information must go imagination, ability to see into the other fellow's viewpoint, to know how life would look to me if I were born with a black skin or in another religious tradition or in another nation. I have got to have imagination enough along with information to see that.

And then along with that must go something I have described with an old church word, the word "consecration." It seems to me that along with information and imagination must go a consecration to brotherhood or else we will never have it. We all have moods when we feel brotherly. After a good dinner, for instance, "When every prospect pleases," we are just feeling genial toward everybody. That is the reason we allow so many after dinner speakers to escape without bodily harm, we are just feeling good. We let them go. But life isn't just one long after dinner mood. Life is a thing of depressions like this thing that is threatening the world and unless we have a brotherhood that can stand up, in season and out of season, can go beyond racial and religious lines, unless we have a brotherhood like that, we are lost. The kind

of a brotherhood we heard of once when the Master was able to say when the nails were piercing His palms, "Father, forgive them, for they know not what they do." Unless we have a brotherhood that goes beyond racial, religious and national lines, we are lost.

We Can Make Our Man Power Match Our Horse Power

That is why I say we need religion to supplement the secular education in this problem of moral control, because we are getting closer together physically and oftentimes further apart socially.

I hope I haven't given you too pessimistic a picture tonight. I feel it pretty deeply, yet I am not altogether pessimistic. There was a man down in New Jersey who didn't like Prohibition, but he said he had to admit it had done some good. He said in the old days a woman never knew where her husband was at night, what corner saloon he might be in, but now, he said, she always knew where to find him; he is downstairs in the cellar. That is the reason the Salvation Army has the slogan, "A man may be down but he is never out." Well, we may be down but never out morally or socially, and we are not out, it seems to me, for two reasons.

I got one of those reasons this summer up here at Mackinac Island where Lake Michigan joins its sister lake. I came there one Sunday morning. My boat arrived at 9:30 and was to leave at 11:30. I couldn't go to church because of the time but I sat in the park there in front of the great statue of Marquette, that French missionary and explorer—and every line of that statue bespeaks strength—and as I sat there I just unconsciously began to absorb a sense of power, the power of Marquette. Then I looked across the park and there was a little church, its doors were open for the 11:00 o'clock service. I watched until five minutes to 11:00 before I went to my boat. Up to that moment I hadn't seen a single wor-

shipper enter the church, and incidentally as I sat there I began to feel a sense of pity, pity for the church, for the minister, for the congregation, that they couldn't reach that summer colony. Then I said to myself, "Ah, you, too, are a minister of religion. Do you represent something that gives to the world a sense of power or a sense of pity?"

I don't know, my friends, how you look upon church, although teachers I think are our best friends. I do not know how the public looks upon us. They may look often with pity. But I believe that somewhere back along the line we can get that power that is back of Marquette and put it into life today so that we can make our religion as able to master this wilderness of society as the old pioneer missionaries mastered this wilderness of the West. I think the power is here. That is one reason for hope.

And the other reason for hope is I think the raw materials are still good. I remember, and you do, perhaps, what happened after the Titanic was sunk on its maiden voyage, that great new steamship that was speeding across the Atlantic and struck an iceberg, was ripped open and sunk. One of our American publications carried two illustrations of that tragedy. One was the picture of the ship being ripped open and sinking, the very symbol of weakness. Underneath that picture were these words: "The weakness of Man, the supremacy of Nature."

The other illustration was that of one of the passengers on the ship, Mr. W. T. Stead, stepping back to give his place in the last life boat to a woman, I think a woman with a child. Underneath that was this caption: "The weakness of Nature, the supremacy of Man."

The same honor, the same chivalry, the same courage is here today. With the power and raw materials, and your leadership, I believe we can make the man power of America able to match the horse power of our Machine age.

Should We Complete Our Entry into the World Court

By Esther Everett Lape.

REFERENCE in SCHOOL AND COMMUNITY to the present status of the

World Court situation is peculiarly appropriate not only because the question of our entry into the Court is now on the Senate's calendar and likely to be settled at this session but also because the Missouri State Teachers Association was the first important group in Missouri to recommend entrance into the Court and to stimulate public interest and support in Missouri for this step.

Many of you will recall the great mass meeting for the Court arranged by our Association and opened to the public, in the Coliseum in St. Louis in 1925. As a result of consideration given at that meeting to the Court's value and accomplishments a resolution was passed conveying the wishes of several thousand Missouri teachers and other Missouri

citizens to the Senate asking it to act on the resolution, then in the Senate's hands, providing for the adherence of the United States to the World Court. Shortly after the transmission of our resolution the Senate, by a vote of 76 to 17, passed its resolution providing for the entrance of the United States into the World Court under five terms or reservations.

Yet now, after seven years, the Senate's resolution has not yet been made effective; the United States is in the ambiguous position of being half in and half out of the World Court.

Has the Court's Record Justified Our Delay in Entering It?

No impartial student who studies the record of the 44 cases the Court has settled since it was established ten years ago can fail to

realize—even though he may not feel that all the cases are significant nor agree in every case with the Court's decision—that it has fulfilled the function for which it was established, has truly proved itself a court of law and a valuable agency in stabilizing and pacifying international relations.

Often, the question is asked, "Would the cases the Court has settled have led to war if they had not been settled by the Court?" It is hard to answer this question. At least it can be said that in the history of the world, wars have often been fought for causes considerably less than many of these 44 questions represent.

The questions put to the Court have included conflicts in nationality laws, the rights of minorities in territories that changed hands after the War, the responsibility for acts done at sea, etc., etc. One case that certainly contained the seeds of war was the *Lotus Case* submitted to the Court by Turkey and France: Turkey had imprisoned and fined a French captain for a collision that had taken place on the high seas between a French and a Turkish vessel. The Court, in its judgment, supported the Turkish position. Some indication of how completely the questions belong in the war-producing class is given by France's reception of the Court's unfavorable judgment which was accepted, but with an obvious struggle. When the judgment was announced, the late Premier Briand said:

"I have learnt while here that we have lost our case. Naturally, we are not pleased. When a country loses its case it must be excused if at first—for a day or two—it is ill-disposed toward its judges; that's perhaps how we feel; it is simply one method of emphasizing a decision. If, however, I had to choose between that course and the extreme course (i. e. war) I would choose the same way again without hesitation."

The long series of disputes between Poland and Germany, submitted to the Court, offer an instance in which, without claiming that every or any one of the disputes could have caused war, it may surely be said that the accumulation of differences and the increased friction resulting would undoubtedly have provoked a state of feeling between the two nations where any slight overt act might have precipitated war. By the successive settlement of each dispute that arose, the Court aided in maintaining friendly relations. In this connection it may be noted that in no one of the 44 cases the Court has handled has its decision been flouted by any of the nations involved.

The Court in the United States from 1926 to 1932.

What has kept us from completing our entry into the Court?

Three factors: real difficulty concerning the meaning of the first of the reservations which the Senate attached to the resolution of adherence; the uncooperative attitude of the

United States in making the meaning of this reservation clear when asked to do so by the other nations in the Court; and, above all, the successful strategy of a small group of irreconcilables (among those who could muster only 17 votes against the court in 1926) who, knowing that they did not have the votes to defeat the Court, prevented its settlement by getting the issue postponed from year to year and from session to session on plausible pretexts.

The difficulty concerning the fifth reservation, however, was finally cleared up in 1929, and an adjustment reached that was mutually satisfactory to the United States (so far as the Administration is concerned) and the other nations in the Court. This adjustment is incorporated in the protocol or treaty of accession which, in the words of the Department of State, "fully accepts the five reservations of the Senate." That our reservations are met and our interests fully safeguarded under this protocol is not only the view of the Department of State but of a majority of the members of the Foreign Relations Committee, of the American Bar Association and of other competent authorities. Accordingly the President authorized that the protocol of accession be signed, along with the protocol of signature of the Court's Statute of 1920 (which every nation signs on entering the Court) and a third protocol providing for certain revisions in the Court's constitution.

These treaties were signed by the United States in December, 1929.

A whole year elapsed before they were sent to the Senate, in December, 1930, for the consideration of the Foreign Relations Committee. Two more years elapsed before the Foreign Relations Committee actually took up the World Court treaties. This delay was largely the result of the efforts of the opponents of the Court, who have an unusual proportion of representatives on the Foreign Relations Committee.

Finally, however, on June 1, 1932, the three treaties were favorably reported to the Senate by the Committee. They are now in the Senate's hands and when two-thirds of the Senate has ratified them the adherence of the United States will be completed.

The Court in the Present Session

Few doubts exist that the two-thirds vote needed for ratification is available. The difficulty now, as in earlier years, is to get the issue to a vote. The Court ought, however, to have a better chance for action at this session than ever before: both the Republican and Democratic parties are pledged to adherence to the Court by their 1932 platforms; President Hoover in his Annual Message to Congress before its opening on December 5, included the Court in the questions now awaiting the Senate's action and the Democratic Steering Committee, in a statement made at the opening of the present session of its proposed legislative program for the current ses-

sion, also included the Court among the measures ripe for Senate action.

With such general agreement as to the need of settling the Court issue, it ought not to be difficult to reach the record vote. It has been claimed that there are many more pressing matters that demand action by the Senate at this session. But it is already apparent and generally accepted that while many measures will be touched upon few (except the appropriation measures and the Philippine bill which is a special order) will actually be slated for final action. And the appropriation measures cannot come to the Senate (which is the only body that needs to act on the Court) until the House (in which they originate) has discussed and sent them through.

Since the question before the Senate is not the original one of adherence to the Court (settled by the 1926 resolution) but the more limited one of whether the Senate's 1926 reservations are, as competent authorities declare, fully met by the present protocol of accession, the debates are not likely to be protracted.

Senate leaders on both sides believe that there is time to reach the record vote on the specific point of ratification of the present treaties before the Senate adjourns on March 4.

Why Should We Complete Our Entry into the Court?

Practical and moral considerations demand the completion of our entry into the Court.

We should join the Court because

1. The United States was, at the First and Second Hague Conferences, in 1899 and 1907, the first to urge the other nations of the world to establish a Court like the present one.

2. The Court, in the ten years of its existence has proved its practical value by the settlement of 44 disputes. As Mr. Elihu Root pointed out:

"It has disposed of a great number of controversies and disputed questions and has been the means of finally disposing of many international quarrels the results of which threatened the most disastrous conflicts."

3. Failure to make good the Senate's 1926 resolution will constitute repudiation, before the other nations of the world, of our good faith in passing it; continued postponing of the vote through the tactics of a small minority is, in the minds of our own countrymen, a reflection on the Senate's method of dealing with important legislation.

HAVE YOU EVER NOTICED?

When the other fellow acts that way, he is "ugly"; when you do, it's "nerves."

When the other fellow is set in his way, he's "obstinate;" when you are, it is just "firmness."

When the other fellow doesn't like your friend, he's "prejudiced;" when you don't like him you are simply showing you are a good judge of human nature.

When the other fellow tries to treat someone especially well, he's "toadying;" when you try the same game, you are using "tact."

4. By the Kellogg Pact we have agreed to use only peaceful means for the settlement of any international dispute that arises. The "peaceful means" for settling international disputes are not numberless. At most there are five pacific methods and outstanding among them is judicial settlement through the World Court. Failure to commit ourselves to the use of the Court in settling disputes especially adapted to judicial settlement is, in the words of Justice Hughes to "treat the Kellogg Pact as a mere scrap of paper."

5. Practical considerations call for our adherence to the Court. The increasing complexity of our civilization has brought about greater interdependence of nations. The business of exporting, importing, raising foreign loans, carrying out our twelve-mile limit, air trips over other nations, radio, navigation, necessitate a network of treaties between the nations of the world. The United States has made many of them. Who is to settle disputes that arise under the interpretation of these treaties? Justice Hughes has said:

"Treaties must have their judicial interpreters if nations cannot agree as to their meaning or application and are not going to fight about them."

There is no question that Secretary Stimson was speaking for the larger part of public opinion in this country when, in addressing the Foreign Relations Committee last spring, he said:

"Never before was the world in greater need of the orderly development of international rules of conduct by the wise method of judicial decision, which we Americans are so well acquainted with in the development of the common law of this country. We have delayed long in availing ourselves of that opportunity. I sincerely hope that we will now assume the privilege and the responsibility of taking a part in that growth in the future."

Those members of the Missouri Teachers Association who consider the resolution which we passed in 1925, urging our adherence to the Court, a mandate to the membership, or who, in the light of the facts given above, personally feel that the United States should complete its adherence to the World Court without delay, will do well at this critical time to convey their convictions to their representatives in the United States Senate: Mr. Roscoe Patterson and Mr. Harry Hawes.

When the other fellow takes time to do things, he is "dead slow," when you do it you are "deliberate."

When the other fellow spends a lot, he is a "spendthrift," when you do, you are "generous."

When the other fellow picks flaws in things he's "cranky;" when you do, you are "discriminating."

When the other fellow is mild in his manners he is a "mush of concession," when you are, it is being "gracious."

—Simpson Summers.

❖ NEWS ITEMS ❖

DEAN IRION HONORED

ON MONDAY evening December 12, 1932, Gamma Chapter of Phi Delta Kappa commemorated the twenty-fifth anniversary of the matriculation of T. W. H. Irion at the University of Missouri. The commemoration took the form of a dinner followed by a program in which Gamma Chapter of Phi Delta Kappa presented to the University of Missouri one thousand dollars to found a professional educational library to be known as the Irion Library.

Among the one hundred friends of Dean T. W. H. Irion of the School of Education present at the dinner were President Walter Williams, Mrs. Walter Williams, the deans of the several schools and colleges of the University of Missouri and their wives, H. J. Blanton, Vice-president of the Board of Curators of the University of Missouri, several members of the State Department of Education, several prominent educators from over the state and the members of Gamma Chapter of Phi Delta Kappa. President Walter Williams presided at the dinner.

It was several weeks ago that Gamma Chapter of Phi Delta Kappa appointed a committee to make plans for the foundation of an educational library.

The plan was recently adopted in the form of a resolution proposed by this committee. The resolution consisted of two parts. The first part sets forth the need for a professional library based on the increasing recognition of education as a profession and the increased demand for the formal training of those who work in the profession. It also stipulated that \$1000 now held in trust by the Curators of the University shall be dedicated to the founding of such a library, that the income therefrom, together with gifts of money and books from individual members and other persons interested in the profession of education, be used to further the development of the professional library.

The second part of the resolution describes the respect in which the fraternity holds Dean Theophil William Henry Irion, because of his character and personality, and his ability as a student, scholar, teacher and administrator. The resolution concludes by establishing "The Irion Library" as the designation by which the library shall be known.

As toastmaster President Walter Williams kept the group in a very cheerful frame of mind with his clever introductions of the speakers and his apt responses to their jests and comments.

Dr. John Rufi, Professor of Education in the University of Missouri formally presented The Irion Library to the Board of Curators. He stressed the need for the Library and in behalf of Gamma Chapter of Phi Delta Kappa, expressed the pleasure of its members in being able to add to the library this equipment, and in thus showing appreciation of service of Dean Irion to the cause of education.

Mr. H. J. Blanton, Vice-President of the Board of Curators, very eloquently accepted The Irion Library. His reminiscences of earlier days were heartily cheered by all those present.

Dr. W. J. Saupe, Professor of Education in the University of Missouri, read letters from other chapters of Phi Delta Kappa from North, East, South and West, and from prominent educators throughout the Nation. All these letters expressed compliments, commendations and good wishes for the fraternity's progressive foresight, and many indicated intentions to assist in the library development.

Dr. H. O. Severance, University of Missouri Librarian, told the guests about the possibilities of The Irion Library. He pictured the possibility of a separate room for the stacks of The Irion Library, reading rooms, and seminar rooms.

Dean Irion expressed his appreciations of the endeavors of Phi Delta Kappa and its friends in thus founding a professional educational library at the University of Missouri.

Announcement was made that at the present time, The Irion Library has more than three hundred volumes in circulation in the general library. These books are largely the gifts of members of Gamma Chapter of Phi Delta Kappa, other chapters of Phi Delta Kappa, members of Pi Lambda Theta, members of the faculty of the University of Missouri, and some of the many friends of Dean Irion.

WOMAN PROBATION OFFICER IN CAPE GIRARDEAU

Mrs. Leo Wagner

"Juvenile Protection" was the theme selected for consideration last year (1932) by the Parent-Teacher Association leaders of Cape Girardeau County. Their goal was not mere discussion. Discussion was the means by which they determined a course of action. One of the first discussions decided upon was "Juvenile Courts" and naturally they turned to the Judge of the Juvenile Court to lead the discussion.

This program developed in the foreground of their conscience the need for a woman probation officer in their city. Cape Girardeau needed a woman, experienced, trained, and competent to help with problems affecting delinquent children in delinquent homes. The Judge pointed out specific ways in which such an officer could help make social conditions better. The women of the Parent-Teacher Associations set about to make the city council conscious of such a need.

Petitions were circulated and presented to the council. The council shied at the proposal, delayed action, supposed the women would soon forget what the council considered a "passing fancy", a "foolish vision". The women let it be known that they would persist until some satisfactory action was taken. Seven times they appeared as insistent advocates of the appointment of a woman probation officer, and then after four months came victory.

From among a score of applications, one was found who measured up to standards which the women had set up and caused the city council to adopt. Eight months after the movement was started, Mrs. Jettie Hampton was appointed to the office.

Some of the skeptics prophesied that the

office would last only thirty days due to lack of work in the field. For four months this officer has been in the field and the demand for her work and its evident need are increasing each day. Mrs. Jettie Hampton is one of the busiest women in Cape Girardeau. Armed with police authority she is to be seen at public dance halls, not with a gun and "billy" but as a confidential friend to the youth who needs guidance. She is a councillor in divorce cases and her ministrations have thus helped to save homes for children. Old cases of maladjustment in domestic relations where children are involved have yielded to her treatment. She is an effective arm of the juvenile court. Even the police court finds that she is one of its most useful officers. A study of cases reveals numerous and convincing evidence of the value of her services to individuals.

She works for the betterment of conditions under which children must live in the home, the school, and the community. Cape Girardeau has no more effective instrument for juvenile protection than this woman probation officer which was a few months ago added to the city's payroll through the determined and intelligent efforts of the local councils of the Parent-Teacher Associations.

Pennell-Cusack - Children's Own Readers

A STANDARD SERIES

Attractive books for the first six grades, with a prose content based on extensive experimentation. The new pre-primer, "*Frolic and Do-Funny*", uses a vocabulary of 80 words. *Sentence Strips for Frolic and Do-Funny and Friends* (the Primer) have recently been published.



A COMPANION SERIES

New books furnishing reading material for supplementary purposes in the early grades. They use the vocabulary of the basal series, and are an excellent means of providing for differences in reading ability. Now ready: *Playing with Pets*; *Old Friends and New*.

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Probably the most complete basal reading series available.

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GOOD FOOD FOR LITTLE MONEY TO PROTECT THE HEALTH OF CHILDREN

Lucy H. Gillett

The less money a family or a community has to spend, the more necessary it is to spend that money to the best advantage . . .

Study the following and help to save the children from future suffering by vigorously emphasizing the need of foods that will protect health:

Milk

1 quart per child per day if possible; at least a pint.

A tall can of evaporated milk with an equal amount of water added is as good for children as one quart of pasteurized milk. Use it in soups, cocoa, desserts, and to drink.

Vegetables and Fruit

Potatoes and one or more of these daily: carrots, turnips, beets, onions, cabbage, spinach, lettuce, escarole, peas, beans, or other vegetables; oranges, apples, bananas, or other fruit.

A raw vegetable, such as chopped cabbage or grated carrot, at least 3 or 4 times a week.

Oranges or tomatoes every day if possible.

Canned vegetables may be used in place of fresh vegetables when cheaper.

Bread and Cereals

Bread and cereals, one or both at every meal. Dark or whole grain bread and cereal are best for growth; use at least once daily.

Eggs, Meat, Fish, Cheese, Dried Beans, Peas and Lentils

One or more of these foods daily if possible.

An egg at least every other day but never more than one egg daily. Brown eggs and white eggs are equally good.

Use meat never more than once daily.

Cottage and cream cheese may be given to young children.

Fats and Sweets

Enough fat to make food palatable, but avoid large amounts.

Fried foods should not be given to children. Use sugar only in cooked foods.

A Week's Food Orders for Families of Various Sizes

	Quantity for a Family of—			
	Three	Four	Five	Six
Milk (quarts) -----	14	21	25	28
Tomatoes (pounds) -----	1	2	2	3
Vegetables (pounds) -----	14	20	25	32
Fruits (pounds) -----	2	2	3	3
Bread and cereals (pounds) -----	10	14	17	20
Eggs (number) -----	6	9	12	18
Fats (pounds) -----	2	2	3	3
Sweets (pounds) -----	2	2	3	3
Meat, fish, cheese, dried beans, peas and lentils (pounds) -----	4	5	7	8
Milk, eggs, vegetables, whole grain bread and whole grain cereals provide maximum food				

value at a minimum cost. Tomatoes, oranges and other citrus fruit have such valuable qualities that they should be provided at least three or four times weekly.

IMPORTANT

Children must have proper food during their growing years. The choice of food must not be left to chance. To satisfy hunger is not enough. Food must build up sound bodies, vigorous health and strength in order to develop resistance to disease. If children do not get essentials for normal growth and development at this time, there is a grave danger that they will suffer physically in later years.

This material on a leaflet is obtainable at the following prices, which include postage:

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25 to 99 " -----	.007 "
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Address the
AMERICAN CHILD HEALTH
ASSOCIATION

450 Seventh Avenue, New York City

AS A BOY SAW HIS TEACHER

WE ARE INDEBTED to Dean F. E. Henzlik of the University of Nebraska for the following poem by Joanna Curtis. Dean Henzlik quoted the verses in closing an address to the classroom teachers in their State Meeting at Kansas City, November 11.

He says, "My purpose in giving the poem was to endeavor to show the significance of developing close personal relations between the teacher and the pupil. One of the biggest things in teaching is the development of personal friendships based on sympathy, affection, and understanding, and the utilization of these by the teacher as a means of getting the students to find themselves. The poem has been an inspiration to me and I hope that the sentiment expressed in its verses will be as helpful and inspirational to others."

WHAT IS SHE LIKE?

By Joanna Curtis

"How do you like your teacher, son?

I asked a growing boy.

"Oh, she is grand, the best in town!"

Cried he with shining joy.

"Explain," said I. "What is she like, To make you praise her so?"

"Oh, sir, her looks alone would make School life be free from woe.

"She's always happy, never sad;
Her spirits never sink,
She wears a smile upon her face;
She loves to live, I think.

"She is so bright and neat in dress,
We never go to class
Without first brushing our hair
And looking in a glass.

"She makes us do our lessons right,
And makes us like them too.
When she assigns a problem new
The work is in when due.

"She's, oh, so fair and kind and good;
She is a blessed sun
'Round which to feel her golden light
We gather everyone.

"She ever means just what she says,
She's honest as can be.
To whisper to her all our cares,
We know we're always free.

"She's interested in our lives;
She visits at our homes.
She comes to all our football games;
O'er hills with us she roams.

"Even the teachers' eyes light up
When they meet her in the hall;
And when they need some help, on her
Not vainly do they call.

"You ask me sir: 'What is she like?'
Like waves and young June weather,
The harvest moon, and the mountain peaks,
In one all rolled together."

ELLA VICTORIA DOBBS FELLOWSHIP FOR RESEARCH IN EDUCATION

Pi Lambda Theta offers a fellowship available during the school year 1933-34 to a woman who wishes to devote herself to research in education. This fellowship is to be known as the Ella Victoria Dobbs Fellowship of Pi Lambda Theta. It carries a stipend of \$1,000, \$900.00 of which will be paid in two equal amounts. One hundred dollars will be due when the final obligations have been met.

QUALIFICATIONS. The candidate for this research fellowship shall have at the time of her application, at least the degree of Master of Arts from a graduate school of recognized worth. In addition she shall have shown notable skill in teaching, and significant accomplishment in research, and she shall have definite plans for further research.

OBLIGATIONS. The acceptance of the fellowship implies the obligation on the part of the scholar to devote herself unreservedly to study or research as outlined in her application; to submit any proposed change in her plan to the chairman for approval; and to send to the chairman at least two reports of her work, the first, not later than January 15, giving a statement of her work which will satisfy the committee that she is pursuing the research indicated in her application. The second report shall be made upon the completion of her year's work. This latter report shall be in printed form as previously agreed upon with the committee.

The Committee regards the acceptance of the fellowship as creating a contract requiring the fulfillment of these conditions.

APPLICATIONS. Each applicant should submit:

- A record of her formal education
- A record of her professional activities
- Evidence of previous research

d. A physician's statement concerning her health

e. A list of the persons whom she has asked to write directly to the Secretary in support of her application. Among those asked to write shall be two women who will send to the Committee a careful, confidential judgment of the personality of the applicant.

Theses, papers, and letters submitted by the applicants, will be returned if postage is sent for the purpose. Confidential letters sent to the Committee will not be returned.

A personal meeting with a member of the Committee will be of great advantage.

Applications must be made on a blank form which will be supplied on request by the Secretary of the Committee on Award, Maude McBroom, State University of Iowa, Iowa City, Iowa. This blank must be filled out and submitted with all supporting papers and letters not later than January 1, 1933. All material and inquiries should come to the secretary and not to the chairman or other members of the committee.

COMMITTEE ON AWARD:

Miss Maude McBroom, Principal Experimental School, University of Iowa, Iowa City, Iowa, Secretary

Dr. Florence E. Bamberger, Professor of Education, The Johns Hopkins University
Dr. Leo J. Breuckner, Associate Professor of Education, University of Minnesota

Dr. William John Cooper, United States Commissioner of Education, Washington, D. C.
Mrs. Genevieve Knight Bixler, 5466 Woodlawn Ave., Chicago, National President Pi Lambda Theta, Chairman, Ex-officio

REPORT OF THE SPANISH SECTION OF THE MODERN LANGUAGE ASSOCIATION OF MISSOURI

The committee felt that its work this year should be to let the public, the teachers, and the administrators know that they felt that the study of modern languages was extremely important and should be included in the curriculum of as many schools as possible.

To accomplish this end we have

- 1st. Sent articles to "School and Community". Programs for the celebration of Pan-American Day were published; and letters have been received from several teachers telling of interesting programs given to celebrate, and the interest excited in their schools and communities.
- 2nd. Published an article in the St. Louis Globe-Democrat.
- 3rd. Sent to about 150 of the high schools and private schools of the state a reprint of President Hoover's letter in "El Estudiante Espanol" stressing the importance of studying Spanish.
- 4th. Investigated the possibility of establishing a bureau of information to which teachers might refer for material, but so far have not found it practicable. We found, however that much fine material may be obtained from the Pan-American Union.
- 5th. Investigated the possibility of publishing a book of songs, the national hymns of Spanish countries. We have written to South America but so far have succeeded in getting only a few of them.
- 6th. We have circulated the following petitions among the language teachers of the State:

"We, the undersigned, teachers of the modern foreign languages in the State of Missouri, hereby register our belief in the practical and cultural value of the study of modern foreign languages by high school pupils and do hereby respectfully petition the State Board of Education to recommend that the study of at least one modern foreign language be made possible in every high school in the State of Missouri whose size warrants the teaching of five or more subjects."

Respectfully submitted,
Marian C. Comfort,
Roosevelt High School, St. Louis,
Vice-President Spanish Section.
Committee

Miss Elizabeth Calloway,
Central Mo. State Teachers' College, Warrensburg.
Miss Irene Kirke,
Carthage, Mo.
Miss Herberta Lowner,
Northeast Junior High School,
Kansas City.
Miss Velma Shelley,
Westport High School, Kansas City.

Mr. Samuel Baker,
The Principia, St. Louis.
Mr. Stephen Pitcher,
Supervisor of Languages, St.
Louis Public Schools.

Nov. 11, 1932.

SUGGESTIONS FOR THE GERMAN SECTION

Teachers of German who would like to participate in a round-robin letter containing notes of interest to teachers of German will please send their names and addresses to Miss Elsa Grueneberg, Park College, Parkville, Missouri.

Suggested Topics:

1. New books and articles read (a) in German, (b) about Germany.
2. Texts and reference books tried out, with positive and negative results.
3. German club activities.
4. Realia and their use.
5. Questions.

To be of value our notes and questions must be very frank so that others may benefit by our failures as well as by our success.

Elsa Grueneberg, Chairman of German,
Modern Language Association of Missouri,
November 11, 1932.

NATIONAL COUNCIL OF TEACHERS' RETIREMENT SYSTEMS TO MEET IN MINNEAPOLIS.

The Tenth Annual Meeting of the Council of Teachers' Retirement Systems will be held February 27-March 1, 1933, in the Groveland Avenue Hotel, Minneapolis, Minnesota. All people interested in the teachers' retirement movement are invited to attend this meeting. Full information and program may be had by addressing Miss Jennie Roch, Secretary of the National Council of Teachers' Retirement Systems, New Orleans, Louisiana.

HISTORICAL ESSAY CONTEST

The Missouri Society of the Daughters of 1812 are encouraging study and appreciation of history and research in sponsoring an historical essay contest among the students of the first class high schools of the State. The contest will close on midnight, February 22, 1933. The word limit for the contest is from 1,000 to 1,500 words. Points on which the entrants will be judged are authenticity, listed sources of material, correct English, general appearance of paper. The essay is to be typed, signed by pen name with contestant's name in attached sealed envelope. The contestant winning the first place will have the choice of the prizes for schools and choice of prizes for individuals. The one winning the second place will have the next choice and the one winning the third place will have the next one, and so on. There are five prizes. Further details regarding the contest may be had by addressing Mrs. A. Lee Smiser, State Historian, 619 North Holden Street, Warrensburg, Missouri.

HOME ECONOMICS COURSES SPONSORED BY ST. JOSEPH PARENT-TEACHER COUNCIL

With the cooperation of the board of education under the direction of Mr. Frederick H. Barbee, superintendent of public schools and the state department of vocational education, the St. Joseph Council of Parents and Teachers sponsored a most successful course in Home Economics last spring.

Miss Belle Pollard, assistant supervisor of vocational education of the Missouri state department of education, organized the classes which were open to all women in the city. Miss Alice Lomax, assistant supervisor of vocational education, conducted the classes over a period of three months for two hours once a week.

The objectives of the courses were to extend the privileges of education for home making to home makers sixteen years of age and over, who were not enrolled in a school of any kind. These classes were entirely free and those who completed the work were presented a certificate of award by the state department of education. The course included plans to assist women in the home to appreciate her task in home-making by helping her to study some of the best ways to organize and conduct household activities, to provide for the physical needs of the family; to provide adequate means for developing the social needs of the family; to help her plan for the care and training of children; to provide for the care of the health of the family and to spend the family income in the wisest possible way.

More than three hundred parent-teacher women and members of other organizations were enrolled in the various classes.

BOOK REVIEWS

Miller, Donald W., *An Orientation in Educational Psychology*, Boston: Badger 1932, 234 pp.

This book is a syllabus in educational psychology which purports to be organized on a problem basis. The organization follows very closely Thorndike's original divisions of educational psychology with one of the main chapters devoted to Original Nature, one to Individual Differences and one to the Psy-

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Summer Study in MOSCOW

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chology of Learning. The name for the book apparently is derived from the subject matter of the first chapter which is organized around the problem of the nature of educational psychology and its contribution to the guidance of learning activities. This first chapter consists of eleven problems which center around such questions as, "Why study educational psychology?", "What are the problems of educational psychology?", and "Who are the authorities in the field of educational psychology?" In addition to these four chapters there is a final chapter on "Practical Applications of Mental Hygiene". The book outlines seventy problems in educational psychology. Each problem contains a list of questions or sub-topics under the given problem. Besides the problem organization of the book, outstanding features are: (1) The very detailed and complete list of references for each of the 70 units; (2) A very carefully worked out preface called "Suggestions to the Student" in which full directions for use of the book are given; (3) A very complete bibliography of 676 references to books and magazine articles in the field of educational psychology.

While apparently designed primarily for the use of the instructor and the student in regular courses in educational psychology, this book is so written and organized that it can easily be used by the classroom teacher who wishes to know where to find material on various problems of teaching. The book contains a minimum of personal interpretations of material on the part of the author and is so organized that it can well be used in connection with any standard text in educational

psychology. It is probably one of the best outlines for a course in educational psychology now available. The bibliography alone is worth the price of the book.

SAFETY EDUCATION IN HIGH SCHOOL

O. H. Lovejoy, Safety Director, Paseo High School, Kansas City, Missouri, is the author of a very interesting and suggestive article in the November number of "Safety Education." The article describes the plan used in the Paseo High School for interesting the students in a safety program. The plan included a special assembly worked out by a group of senior students, a unique test given to the entire student body, a series of large lineoleum posters, a series of speeches in the home rooms and a final oration contest in the English classes.

One incidental virtue of the program was the complete cooperation of all departments of the high school organization. Mr. Lovejoy notes that as a result of the program there was a discernable improvement in safety consciousness in the student body.

The problem of safety education on the senior high school level presents many difficulties not met with in the elementary grades. This Kansas City director has devised a plan that meets the psychological difficulties which have prevented the successful safety education of a group much in need of it.

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